DOCUMENT RESUME

ED 336 611 CE 059 015

TITLE	A Business-Education Venture To Provide High Technology Skills Training for Health Care Occupations. Final Performance Report.
INSTITUTION	PAVE, The Education and Training Foundation, Alexandria, VA.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Sep 91
CONTRACT	V199A00028
NOTE	172p.; For the final evaluation report, see CE 059 014.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Education; Advisory Committees; Allied Health Occupations; *Allied Health Occupations Education; *Corporate Support; Demand Occupations; Educational Finance; Job Placement; Job Training; Private Financial Support; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; Remedial Instruction; Resource Allocation; *School Business Relationship; School Support; Student Recruitment; *Technological Advancement
IDENTIFIERS	*District of Columbia; Joint Venture; Partnerships in Education

ABSTRACT

Partners for American Vocational Education, in collaboration with education institutions and health care providers in the District of Columbia, developed a partnership between local education institutions and private sector health care providers. This business-education venture undertook to enhance existing and implement new education and training in high technology skills relating to health care occupations. The joint venture provided service to 255 D.C. residents; 196 were enrolled in training programs. The project: (1) established advisory steering teams of business, education, and community leaders; (2) formed a Health Care Employer Coalition; (3) worked with educational institutions on high technology training needs for the health care industry; (4) developed a plan to coordinate delivery of education services to health care employers; (5) conducted outreach and recruited learners; (6) assessed learners and provided remediation; (7) coordinated job placement; and (8) prepared a guide on development of a business-education venture. (The attached guide describes seven steps: establishment of an advisory steering task force; formation of an employer coalition; identification of an educational institution to work with the coalition; community outreach and trainee recruitment; participant assessment; training program organization and oversight; and job placement. Other attachments include lists of task force and coalition members, needs assessment survey instrument, recruitment flyers, and quarterly reports.) (YLB)

ED336611

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

FINAL PERFORMANCE REPORT

A BUSINESS-EDUCATION VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

GRANT AWARD NUMBER V199A00028
U.S. DEPARTMENT OF EDUCATION

SUBMITTED BY:

PAVE
THE EDUCATION AND TRAINING FOUNDATION
208 NORTH WASHINGTON STREET
ALEXANDRIA, VA 22314

CE 057 015

BEST COPY AVAILABLE

PAVE
The Education and Training Foundation
Creating Private Sector — Education Partnerships

September 20, 1991

The Business–Education Venture to Provide High Technology Skills Training for Health Care Occupations has established a model for industry–education partnerships of the future. The third party management concept creates an effective and focused alliance that benefits all parties and enables them to participate in a win–win joint venture.

Dean Griffin
Dean Griffin
President

208 N. Washington Street, Alexandria, Virginia 22314
703-683-0547

TABLE OF CONTENTS

PAGE

I. FINANCIAL STATUS REPORT I–II

II. SUMMARY AND OBJECTIVES

SUMMARY 1

OBJECTIVE A: ESTABLISH ADVISORY TEAMS 12

OBJECTIVE B: FORM COALITION 14

OBJECTIVE C: DETERMINE TRAINING NEEDS 17

OBJECTIVE D: DEVELOP DELIVERY OF SERVICES 18

OBJECTIVE E: OUTREACH AND RECRUITMENT 23

OBJECTIVE F: ASSESSMENT AND REMEDIATION 24

OBJECTIVE G: ENROLLMENT IN TRAINING 26

OBJECTIVE H: PLACEMENT OF PARTICIPANTS 30

OBJECTIVE I: INDEPENDENT EVALUATION 31

OBJECTIVE J: PREPARE AND DISSEMINATE GUIDE 32

III. SUPPLEMENT: A GUIDE TO DEVELOPING BUSINESS EDUCATION JOINT VENTURES

IV. ATTACHMENTS

ATTACHMENT A: STEERING TASK FORCE

ATTACHMENT B: HEALTH CARE INDUSTRY COALITION

ATTACHMENT C: CHILDREN'S HOSPITAL

ATTACHMENT D: HEALTH CARE EMPLOYERS

ATTACHMENT E: TRAINING NEEDS ASSESSMENT
SURVEY INSTRUMENT
REPORT

ATTACHMENT F: EDUCATION PARTNERS

ATTACHMENT G: SURVEY OF EDUCATION SERVICES
HEALTH CARE TRAINING PROVIDERS

ATTACHMENT H: RECRUITMENT FLYERS

ATTACHMENT I: CLASS OBSERVATION SHEET

ATTACHMENT J: GRADUATION CEREMONIES

ATTACHMENT K: QUARTERLY REPORTS

FINANCIAL STATUS REPORT

FINANCIAL STATUS REPORT

(Long Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted US Dept of Education	2. Federal Grant or Other Identifying Number Assigned By Federal Agency V199A00028	OMB Approval No. 0348-0039	Page 1	of 1 pages

3. Recipient Organization (Name and complete address, including ZIP code)
Partners For American Vocational Education (PAVE)
208 North Washington, Alexandria, VA 22314

4. Employer Identification Number 52-1327303	5. Recipient Account Number or Identifying Number V199A00028	6. Final Report ☒ Yes ☐ No	7. Basis ☐ Cash ☒ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year) January 1, 1990	To: (Month, Day, Year) June 30, 1991	9. Period Covered by this Report From: (Month, Day, Year) January 1, 1990	To: (Month, Day, Year) June 30, 1991

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays		$569,541	$569,541
b. Refunds, rebates, etc.			
c. Program income used in accordance with the deduction alternative			
d. Net outlays (Line a, less the sum of lines b and c)		$569,541	$569,541
Recipient's share of net outlays, consisting of:			
e. Third party (in-kind) contributions		$180,750	$180,750
f. Other Federal awards authorized to be used to match this award			
g. Program income used in accordance with the matching or cost sharing alternative			
h. All other recipient outlays not shown on lines e, f or g Cash Contributions: PAVE		$ 5,442	$ 5,442
i. Total recipient share of net outlays (Sum of lines e, f, g and h)		$186,192	$186,192
j. Federal share of net outlays (line d less line i)		$383,349	$383,349
k. Total unliquidated obligations			0
l. Recipient's share of unliquidated obligations			0
m. Federal share of unliquidated obligations			0
n. Total federal share (sum of lines j and m)			$383,349
o. Total federal funds authorized for this funding period			$383,349
p. Unobligated balance of federal funds (Line o minus line n)			0
Program income, consisting of:			
q. Disbursed program income shown on lines c and/or g above			0
r. Disbursed program income using the addition alternative			0
s. Undisbursed program income			0
t. Total program income realized (Sum of lines q, r and s)			0

11. Indirect Expense	a. Type of Rate (Place "X" in appropriate box) ☐ Provisional ☒ Predetermined ☐ Final ☐ Fixed			
	b. Rate .08	c. Base $354,953	d. Total Amount $28,396	e. Federal Share $28,396

12. Remarks. Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title Dean Griffin, President	Telephone (Area code, number and extension) 703-683-0547
Signature of Authorized Certifying Official Dean Griffin	Date Report Submitted 9-20-91

Previous Editions not Usable

Standard Form 269 (REV 4-88)
Prescribed by OMB Circulars A-102 and A-110

BUSINESS-EDUCATION JOINT VENTURES

In-kind Contributors

Children's Hospital		$30,500
Space, Personnel Job Fair (2 days)	$10,500	
Personnel, Employee Assistance Program	$20,000	
DC Private Industry Council		$ 3,750
Personnel		
Greater Southeast Community Hospital		$45,300
Computer Hardware, Space, Personnel-Assessment		
Howard University Hospital		$16,500
Space, Personnel-Assessment		
J.B. Johnson Nursing Home		$14,100
Equipment, Space, Personnel-Clinical Training Site		
MM Washington Career High School		$39,000
Computer Hardware, Space, Personnel-Assessment	$25,600	
Equipment, Space, Personnel-Training Course	$13,400	
Washington Board of Trade		$ 4,200
Equipment, Meeting Space, Personnel		
Washington Hospital Center		$27,400
Equipment, Space, Personnel-Training Course		
	Total	$180,750

0906911HII

SUMMARY

AND

OBJECTIVES

SUMMARY

PAVE, The Education and Training Foundation, in collaboration with education institutions and health care providers in the District of Columbia, has successfully completed a project to develop a collaborative partnership between local education institutions and private sector health care providers -- a Business-Education Venture. The Project undertook to enhance existing and implement new education and training in high technology skills relating to health care occupations. Metro Health Corporation, a Washington based health care employer and major hospitals in the area are private sector partners. The District of Columbia Public Schools and the University of the District of Columbia took the lead as the education partners. PAVE, The Education and Training Foundation, developed, conducted, and managed the Business-Education Venture.

The Career Development Centers of the District of Columbia Public Schools, and the University of the District of Columbia served as trainers, training sites, and/or potential employers of students completing training. An independent evaluation of the project was conducted by Wasdyke and Associates.

The project was developed to meet the current and projected needs in the District of Columbia, as in other areas of the country, for workers skilled in high technologies related to health care. Another issue addressed by the project is the need to develop a partnership model that results in a viable, long-term collaboration between education institutions and private sector employers.

PROJECT GOALS

The Business-Education Venture for Heath Care Occupations Training had two (2) primary goals:

1) To develop and implement an effective Business-Education Venture that will maximize the resources of education institutions and health care providers in the District of Columbia to train and place skilled technicians in the health care industry; and

2) To field test a health care high technology Business–Education Venture that will enroll 150 persons in training programs which will provide them with skills to increase their value, performance, and employability as technicians in the health care industry.

Objectives of the project related to the goals:

A. Establish Advisory Steering Teams of Business, Education and Community Leaders

B. Form A Health Care Employer Coalition

C. Orient And Work With Educational Institutions On High Technology Training Needs For Health Care Industry

D. Develop A Plan To Coordinate Delivery of Education Services To Health Care Employers

E. Conduct Outreach And Recruit Learners

F. Assess Learners And Provide Remediation When Necessary

G. Enroll Learners In Technology Skills Training Related To Heath Care

H. Coordinate The Placement Of Participants Completing Training In Jobs And/Or Continued Training In Health Care

I. Conduct An Independent Evaluation Of The Project

J. Prepare and Disseminate A Guide On The Development Of A Business–Education Venture

OBJECTIVES MET

All objectives were met by the project in a timely manner and the project exceeded the anticipated objectives in some areas including:

Objective	Accomplishments
*Enrollment of 150 persons in training	*196 person were enrolled in training
	*255 persons were entered into the system and received some form of services
	*The 196 persons enrolled included 113 employed adults, 60 unemployed adults and 23 high school students

(See Attachment K For Quarterly Reports)

THIRD PARTY MANAGER

The project applied a third party management concept which is a new and innovated approach to bringing partners into a joint venture for training. Perhaps the strongest aspect of the project is the concept of third party management. This project demonstrates the advantages of the third party manager concept which include:

- Staff resources are applied to issues in a timely and effective manner even when the partners, either education or employer, can not address the issues.
- The third party manager develops the expertise and the competence to broker a partnership. This is their job.
- Communications between education and employer are facilitated by a third party to bring about resolutions where there is a lack of understanding or reluctance to engage in joint activities.
- The joint venture third party manager acts as a catalyst to generate enthusiasm and keep attention focused on the joint venture.

TRAINING STATISTICS

The joint venture provided some form of service to 255 residents of the District of Columbia. Sixty two (62) are male and 193 female (Page 5). Their ages ranged from less than 18 year old high school students to over 40 year old employed adults (Page 6).

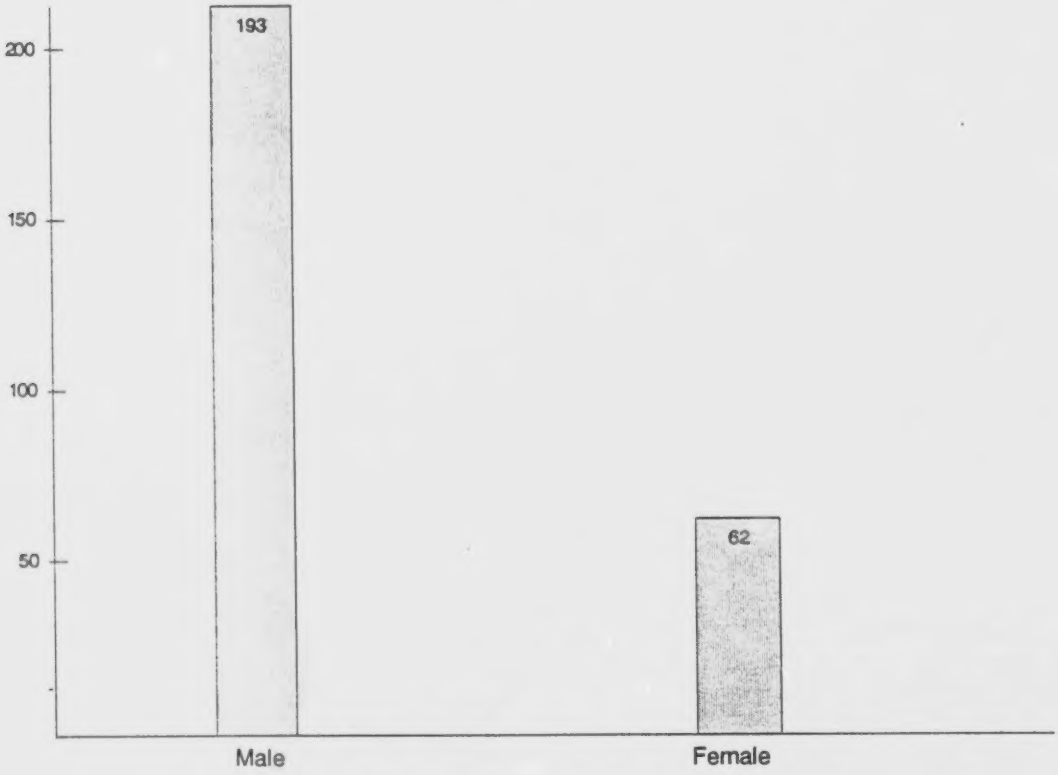
From the total, 196 were enrolled in training programs for a variety of reasons which ranged from job placement to getting a G.E.D. (Page 7). Twenty seven (27) were referred to existing training either at one of the universities or one of the career centers in the District of Columbia. Fifteen (15) persons were given remediation in basic academics by PAVE, the remaining 154 were referred to specialized classes organized by PAVE in collaboration with the education partners.

There were 71 of the participants completing training leading to employment and 56 of that number were placed in jobs giving a placement rate of 78%. In addition, 42 others enrolled in long term or remedial education with no immediate employment implications.

The participant population was primarily black, and 216 persons were identified as black. The project served 18 white persons and 21 identified as other groups and unknown (Page 8). The educational level of the participants is primarily high school graduates and some college with only 14 having less than high school credentials (Page 9).

BUSINESS EDUCATION JOINT VENTURE
PARTICIPANTS IN TRAINING
BREAKDOWN BY CHARACTERISTICS

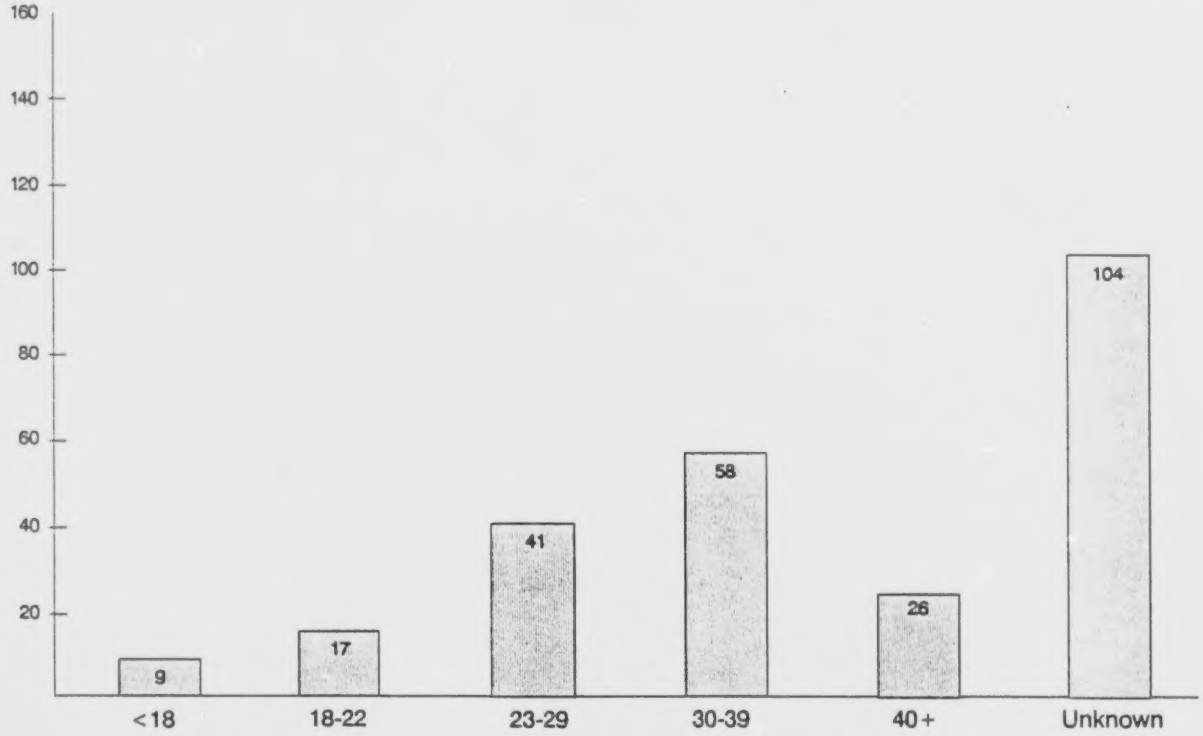
Sex



Total = 255

BUSINESS EDUCATION JOINT VENTURE
PARTICIPANTS IN TRAINING
BREAKDOWN BY CHARACTERISTICS

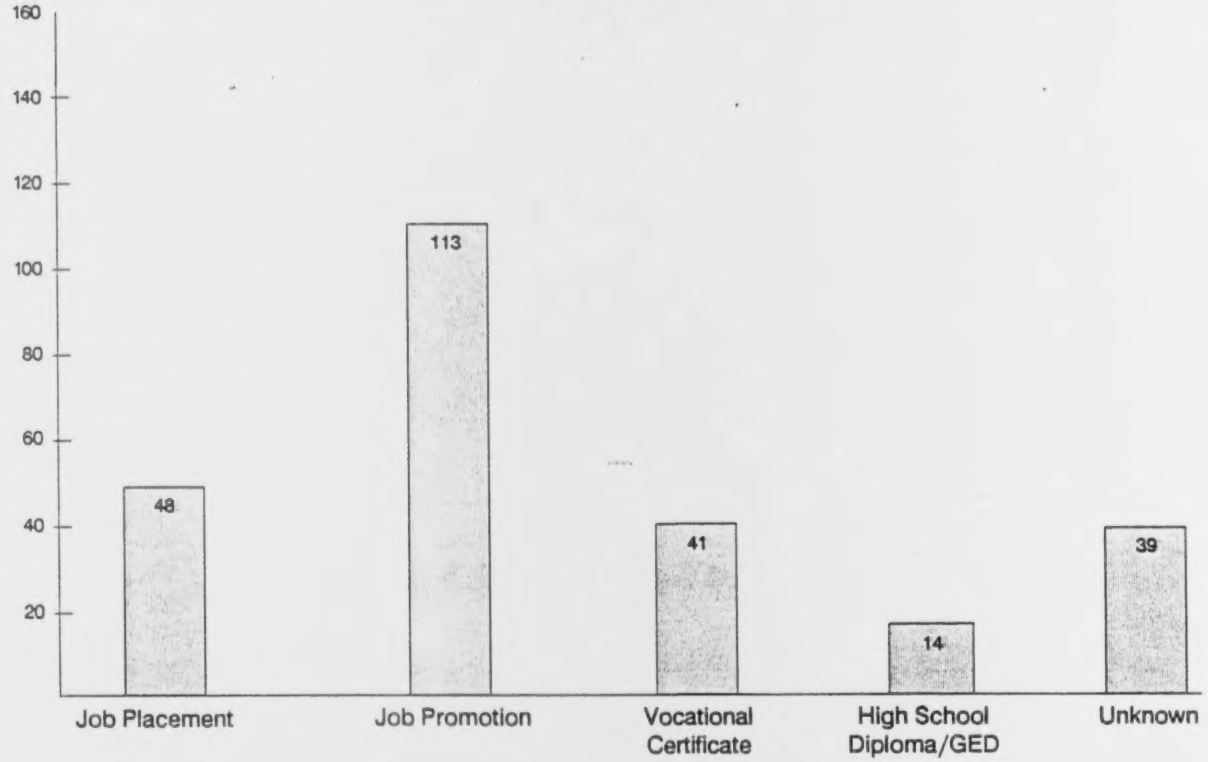
Age



Total = 255

BUSINESS EDUCATION JOINT VENTURE PARTICIPANTS IN TRAINING BREAKDOWN BY CHARACTERISTICS

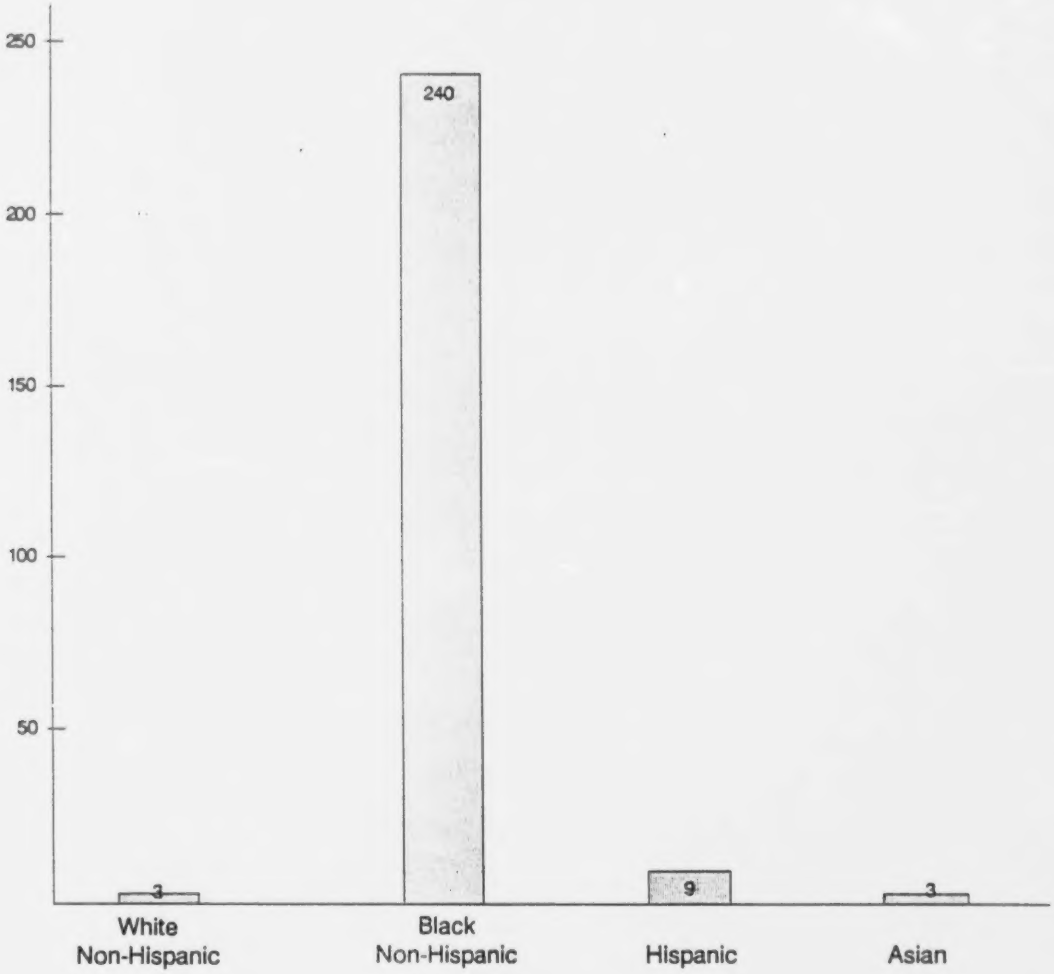
Education/Occupational Goal



Total = 255

BUSINESS EDUCATION JOINT VENTURE
PARTICIPANTS IN TRAINING
BREAKDOWN BY CHARACTERISTICS

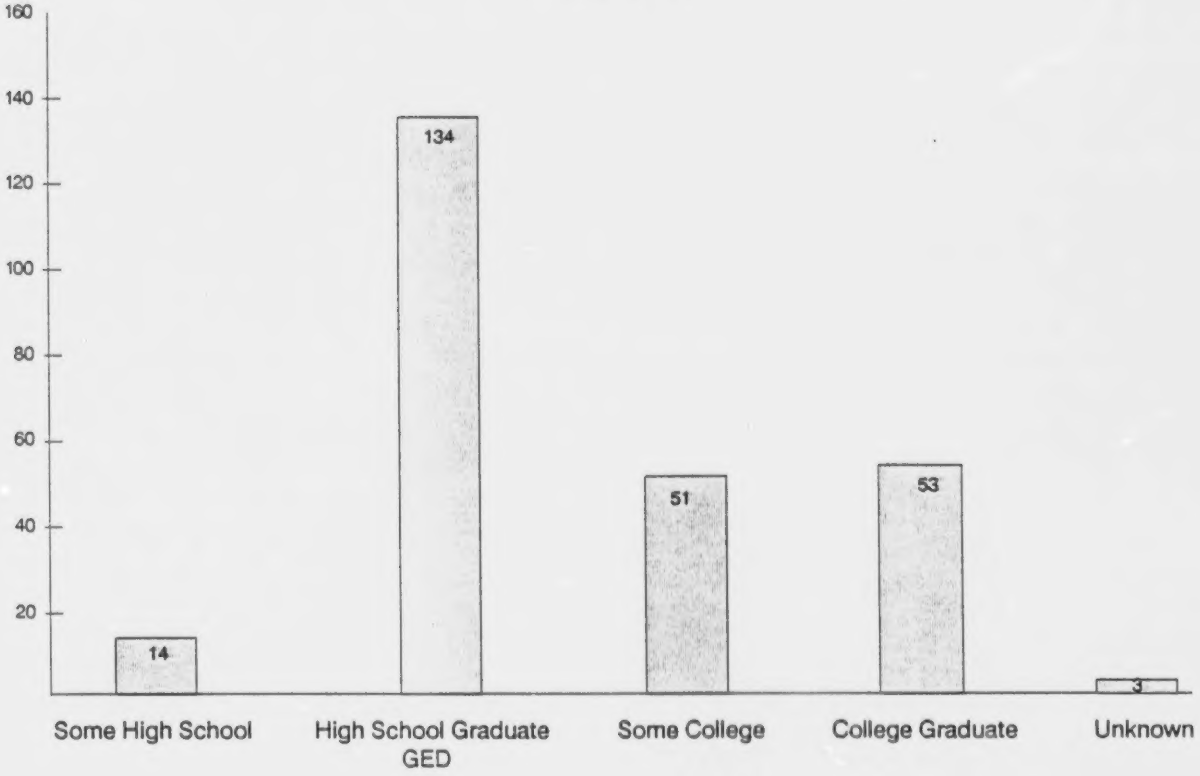
Race



Total = 255

BUSINESS EDUCATION JOINT VENTURE
PARTICIPANTS IN TRAINING
BREAKDOWN BY CHARACTERISTICS

Education



Total = 255

FALL OUT

The project experienced extensive fall out from the time initial contact was made and participants were enrolled in training. A total of 404 persons made contact with the program, 255 were recorded as participants, 196 enrolled in training and 139 attended class long enough to be considered as participants in training.

The greatest fall out occurred between initial contact and class start up. This occurred because of the time lag between expressed desire on the part of a participant and start up date of existing programs in education institutions. The education institutions operate on a semester or calendar basis and many times the participants were not willing to wait to begin training.

The project addressed this problem by working with education institutions to organize classes that started immediately.

The classes were advertised, students were registered by PAVE and the classes were started soon after. Once the process was implemented, the problem of fall out was reduced greatly.

DISSEMINATION

PAVE disseminated information about the project through public presentations, mass mailings, telephone, radio, press releases and individual responses to inquiries. In addition, the final report is forwarded to ERIC and the National Curriculum Coordination Network. The most effective dissemination efforts included:

- Radio talk shows that featured the training programs and the joint venture
- Mass mailings to State Directors of Vocational Education
- Mailing to State Councils on Vocational Education
- Personal letters to key educators explaining the Joint Venture and the training programs

CONTINUATION OF PROGRAM

PAVE, The Education and Training Foundation, in collaboration with health care employers and the District of Columbia public schools, will continue the joint venture in health care training. Notable among the efforts to continue the program stimulated by federal funds are the following:

* The District of Columbia has allocated funds ($30,000) as their share to continue the joint venture.
* The Private Industry Council of the District of Columbia and PAVE agreed to expand the joint venture to include other occupational areas (Retail and Banking). These are in the developmental stage and will use the model developed in the project.
* The Hospital Association of the District of Columbia and PAVE are developing a High School Counselor Orientation program to acquaint counselors with health care careers and provide them materials for use in their schools.
* PAVE and the hospitals in the District of Columbia have organized a workplace literacy program for their employees and applied for a grant to the U.S. Department of Education.

In addition PAVE has adapted the joint venture model to the residential construction industry and is applying the concepts to training residential construction workers in Ohio, North Carolina, Florida, Virginia, West Virginia, Maryland and the District of Columbia. The partnership established between employers and educators is modeled after the health care joint venture.

OBJECTIVES

Each stated objective is summarized on the following pages along with the accomplishments and an analysis of what works in joint ventures. These objectives provide an assessment of the effectiveness of the joint venture and a guide to future partnerships.

Objective A: Establish Advisory Steering Teams of Business, Education and Community Leaders

The Business Education Joint Venture established a steering team that would act in an advisory capacity to provide guidance for the joint venture and become advocates for the project. (See Attachment A)

The Health Care Steering Task Force, as it became known, was comprised of leaders from the health care industry, educational community, and economic development and governmental agencies. It was essential that the task force consist not only of health care professionals, but also top level administrators from a variety of agencies that have a strategic view of the economic trends and occupational opportunities in the District of Columbia.

The Health Care Steering Task Force was brought together on February 27, 1990 for a kick off meeting. This was an orientation and initiation session for the joint venture. The task force members were receptive, enthusiastic and very vocal about the educational and training needs of the industry particularly in the District of Columbia. The members agreed that the demand for this joint venture was great. Some members pointed out that the project was ambitious and would require full cooperation from all partners and a tremendous amount of work on the part of PAVE. Subsequent formal meetings of the Steering Task Force were conducted on May 8, and September 11, 1990.

Some of the functions of the newly formed task force were to:

1. Assess the feasibility of the proposed program activities.
2. Identify existing and future training needs and delivery methods.
3. Review and advise on the development of the joint venture model.
4. Share information about current and future education and training activities and partnerships.
5. Serve as advocates for the joint venture.

6. Recommend occupational areas where the joint venture could be replicated.

7. Identify ways to make the joint venture self-supporting and ongoing.

The Steering Task Force, acting as the advisory board, had in fact become an excellent sounding board. Members were often very insightful in their observations. The members were always enthusiastic and supportive. Yet, much of the enthusiasm did not materialize into action. PAVE found that extensive work with individuals and additional outreach was needed to maximize the potential advisory and advocacy activities of the task force members. Therefore, PAVE began to meet individually and in small groups to facilitate steering task force involvement in project activities. Although the joint venture was anticipated to be labor intensive, the workload exceeded expectations and the project staff did not have time to cultivate those individual relationships sufficiently.

During the project, several leading members of the task force changed jobs leaving the project staff in the position of developing new contacts. A few of the steering task force members became strong advocates for the joint venture. Working relationships with these board members, such as Dunlop Ecker of the Greater Washington Board of Trade and Washington Hospital Center and Michael Gilbert of the D. C. Private Industry Council, were established and maintained. These relationships led to successful training programs that are outlined in Objective G.

The advisory steering team is a good idea. Business, Education and Community leaders should work together as a conduit to the community for the joint venture. There is the potential to develop substantial and beneficial working relationships with members. However, the Health Care Steering Task Force required much more time to become effective than was anticipated.. Time to develop relationships, provide outreach to individual members and maintain the members support and enthusiasm was at a premium. In an 18 month project, time is a limiting factor. The working relationships of the immediate partners, both business and education, are of primary importance. Therefore, the time and energy required to reap the benefits of an advisory steering team are not readily available in an 18 month project..

Objective B: Form a Health Care Employer Coalition

The Health Care Employer Coalition is the backbone of the Business-Education Joint Venture. The Coalition is comprised of health care employers from all facets of the health care industry in the District of Columbia. The members are from the operations level of human resource development, and education and training departments of the hospitals, nursing homes, health maintenance organizations, home health care, and health care management organizations. (See Attachment B)

The first meeting of the Employer Coalition was held May 1, 1990 at the DC Hospital Association. The DC Hospital Association worked with project staff to identify and help recruit health care providers that were active in educating and training their employees to participate in the joint venture.

The individual members of the Coalition were an ideal sample of the health care providers in the District of Columbia. Each member enthusiastically participated in an intensive interview session with project staff. The interview was to:

1. Identify training needs and priorities of each employer.
2. Assist in the development of the written survey to identify skill needs which was to be sent to all DC health care providers.

As a group, the Coalition was brought together to identify barriers to implementation of the joint venture and methods to overcome those barriers. The Coalition's other functions were to:

1. Prioritize the employer-specific training needs for the health care industry in the District of Columbia.
2. Identify potential employees to participate in training programs.
3. Encourage supervisors to recruit employees for the training programs.
4. Identify employment opportunities.

5. Assist the Education Partners to adapt curriculum for industry needs.

6. Identify methods of delivery.

A follow up meeting of the fifteen member Health Care Industry Coalition was conducted on August 7, 1990 to:

1. Prioritize the training needs identified in the individual interviews and the preliminary results of the written survey.
2. Determine the industry standards for delivery of training.

In addition, a joint meeting with the Education Partners was requested by the Coalition. The November 20, 1990 meeting addressed the following issues:

1. Opening the lines of communications between health care providers and educators.
2. Delivery of training programs.
3. Discuss the industry standards for training.
4. Employer support of and commitment to the Education Partners efforts to meet employer needs.

Recognizing the need for long term reform in the process, these short term action strategies were developed:

- Education would provide training to enhance career development processes and meet health care needs; coordinate a plan for delivery of training and establish effective marketing for programs currently available.

- Employers would develop a comprehensive priority list of employment needs; expand employee assistance programs; and market available training programs to their employees.

It is necessary for the members of the Coalition to be at the operational levels of their respective organizations in order to accomplish the many tasks of the Coalition. The Joint Venture projected it would gain access to and commitment of upper level management through the members however, project staff discovered that while participation in the coalition was approved, very little information about the joint venture was disseminated to management.

In addition to meeting with the Coalition members individually, PAVE found it necessary to meet with the high level managers to ensure long term commitment to the Joint Venture. Again, the issue of sufficient use of staff time had to be considered. Because of the short term nature of the project, PAVE's staff concentrated their effort on the major health care providers that indicated a sincere interest in the joint venture. Children's Hospital and Washington Hospital Center became very strong advocates and active participants in the program and worked closely with PAVE Other hospitals, because of staff changes or budgetary limitations were less involved. (See Attachment C)

While the project worked with the coalition of employers, it was necessary to contact many employers in the District of Columbia to identify their training needs and utilize them for placements of students. Approximately one hundred (100) health care employers were identified and placed into the project. (See Attachment D)

Using a personal interview and a mail survey, each heath care employer was asked to assess their training and employment needs and a report was developed to guide the projects training activities. (See Attachment E)

Objective C: Orient And Work With Educational Institutions On High Technology Training Needs For Health Care Industry

The Business-Education Joint Venture proposed to organize a coalition of universities in the District of Columbia and the D.C. Public Schools to join in a common effort to provide education and training services to the health care employers in District of Columbia. Educational institutions especially the D.C. Public Schools and the University of the District of Columbia were excited about the opportunity to have employers' input in the training programs and assistance in recruitment. These organizations recognized that education must work with the employers in order to help students become more effective employees. (See Attachment F)

The orientation meeting of the Health Care Education Partners, held on June 27, 1990 addressed the following issues:

- Training priorities of the Health Care Industry
- Delivery of services
- Planning for education and training

Additional meetings were conducted in small groups and individually to establish short term specialized training programs that would meet the identified skill needs of the health care providers. M.M. Washington Career High School for health care training became the predominant delivery agent. A joint meeting of the Education Partners and the Health Care Industry Coalition was held on November 20, 1990. The focus of this meeting was to open the lines of communication between business and education and to establish a delivery system for the required training. A summary of that meeting is outlined in Objective B of this report.

An intensive two day workshop titled "New Markets for Education" was conducted to address the issues of change in the established delivery system and partnerships with business and industry. The administrators, teachers, and counselors of the D.C. Public Schools were oriented to the needs of employers in the health care industry. (See Attachment D)

The establishment of long term business-education partnerships was an expected outcome of this joint venture. M.M. Washington Career High School developed strong ongoing partnerships with both Children's Hospital and Greater Southeast Community Hospital.

Objective D: Develop A Plan To Coordinate Delivery Of Education Services To Health Care Employers

One goal of the project was to improve the capacity of education institutions in the District of Columbia to deliver, through the joint venture. training needed by health care employers. Many hospital administrators expressed concern about their access to training and the nature of training available through public education institutions.

The project focused the attention of education institutions on the need for a plan to provide training services to the health care industry. A two day workshop was planned and conducted to set the stage for coordination. A professional workshop facilitator was engaged and the key education administrators were brought together to develop a plan for the future of education in the District of Columbia. The workshop "New Markets For Education" (Agenda on Page 19 & 20) yielded the following action plan and matrix for the delivery of services (Page 21 and Page 22).

The planning indicated a need to survey each education institution in the District of Columbia and determine their existing programs for health care and related services. An instrument was developed, the mail survey completed and the list of education institutions and their health care programs entered into the MIS. This data became a part of the student referral process for use by project staff. (See Attachment G)

AGENDA

New Markets for Education
Washington Hilton Hotel and Towers
Washington, D.C.
JUNE 20-21, 1990

JUNE 20, 1990

8:30	Registration	
9:00	Call to Order	Dean Griffin, President PAVE, The Education and Training Foundation
	Welcome & Introduction Board of Education District of Columbia Public Schools	Dr. Andrew Jenkins, III Superintendent District of Columbia Public Schools
	Remarks and Recognition	Dr. Thomas Harper Assistant Superintendent District of Columbia Public Schools
		Earnest Green President Metropolitan Health Corporation District of Columbia
9:30	Looking Towards the 21st Century	Dr. Richard Jones Chief Bureau of Occupational Program Development New York State Education Department Albany, New York
10:30	Break	
10:45	Setting the Stage For change	Dr. Lennox E. Joseph Director of Operations National Training Laboratory Alexandria, Virginia
12:00	Lunch	Dr. Cynthia Bell State Director Vocational and Adult Education District of Columbia
	Keynote Address: Education and Economic Development in our City	Dr. Vincent Reed Vice President for Communications The Washington Post

New Markets for Education

JUNE 20, 1990 (Continued)

1:15 Dynamics of Change - Part I

2:30 Break

2:45 Dynamics of Change - Part II

3:45 Wrap-up

4:00 Adjourn

JUNE 21, 1990

9:00 Bridging from Day One

9:30 Envisioning Education in the 21st Century - Part I

10:30 Break

10:45 Envisioning Education in the 21st Century - Part II

12:00 Lunch

Dr. Hazel Showell
Director of Adult and
Community Education
District of Columbia
Public Schools

Keynote Address:
Employers and Educators
Working Together

Dunlop Ecker
President
Washington Hospital Center
Greater Washington Board of Trade

1:15 Planning for Change -
Part I: Planning for the Future

2:30 Break

2:45 Planning for Change -
Part II: Commitments for the Future

3:30 Wrap-Up, Evaluation & Concluding Remarks

4:00 Adjourn.

THANK YOU FOR PARTICIPATING!!

06.13.90.01B

EDUCATION SERVICES
A PLAN FOR COORDINATING NEW MARKETS

ACTION ITEMS	RESPONSIBILITY	TIMELINE	COMMENTS
1. Design and develop school curriculum with input from business and industry in order to more fully incorporate advances in technology especially in the area of electronic communications.	Each School Assigned	Determined For Each School	
2. Develop workplace exploration and training opportunities for teachers as well as students so that teachers can learn first hand about advances in technology and establish dialogue with business and industry.			
3. Expand educational and training opportunities for District students in the private sector.			
4. Implement longer term partnerships with the private sector including such approaches as "adopt a school" or cross-training District staff by business and industry personnel.			
5. Expand career exploration and development into elementary, middle and junior high schools (as well as senior high schools) in order to systematically provide students with the opportunity to appreciate rewards of socially accepted behavior.			
6. Design, develop and implement data base of business and industry training and educational employment opportunities in the District.			

EDUCATION AND TRAINING MATRIX

	American Univ	Catholic Univ	DC Adult Ed	DC Secondary	MM Washington	Georgetown Univ	George Washington	Gallaudet Univ	Howard Univ	UDC	PSI	Southeastern Univ
Biomedical Equipment Technician												
Medical Record Clerk					●							
Medical Record Technician					●							
Medical Record Administrator							●					
Medical Laboratory Technician							●			●		
Medical Technologist							●		●	●		
Medical Technologist, Bacteriology												
Medical Technologist, Chemistry							●					
Medical Transcriber					●							
Nurse, Registered		●				●			●	●		
Nurse, Licensed Practical					●					●		
Geriatric Nurse Assistant												
Nurse Assistant			●		●							
Occupational Therapist									●			
Occupational Therapist Assistant												
Orthopedic Assistant												
Physical Therapist									●			
Physical Therapist Assistant												
Radiologic Technologist							●		●	●		
Magnetic Resonance Imager							●					
Computer Assisted Tomographer												
Radiation Therapy Technologist							●		●			
Recreational Therapist							●			●		
Recreational Therapist Assistant										●		
Respiratory Therapist										●		
Respiratory Therapy Technician										●		
Ultrasound Technologist												
--												
Housekeeper (Environ Tech)												
Maintenance Mechanics										●		
Maintenance Repairer, Bldg			●									
Environ Con Svs Installer										●		
Food Service Worker			●		●							
--												
Basic Education Skills			●							●		●
Computer Literacy	●	●	●		●				●	●		●
HR/Interpersonal Skills	●		●						●	●	●	●
Management/Team Skills	●								●	●		●

1105901G

Objective E: Conduct Outreach And Recruit Learners

The project staff estimated a total of 150 learners would be enrolled in training during the span of this project. This goal was exceeded and the total count of trainees was 196. Participants for training were recruited through a variety of media. (See Attachment H)

o Student recruitment brochures were distributed to:
  - health care and education partners
  - hospital employees' in their payroll envelops
  - notices were posted in hospital newsletters and other letters of employers

o Flyers were distributed to:
  - participating hospitals
  - neighborhood health clinics
  - Department of Employment Services
  - Jobs for Homeless
  - nursing homes and other health care providers
  - schools

o Public Service Announcements were placed in the DC area on:
  - television and cable networks
  - radio stations

Unexpectedly, the Department of Employment Services became a large source of recruitment. The flyers distributed to these agencies stimulate an effective method of recruitment.

The response to each class announcement has been overwhelming. Typically, the Health Care Training Hotline received two to three times as many calls as there were slots available. A waiting list for training programs is maintained .

Project staff was aware that there was a demand for short term training, but had not realized the demand was so great. PAVE found that adults are in search of training programs that offer an opportunity of employment. In addition, the most successful courses meet the following criteria:

o short term (12–14 weeks)
o convenient scheduling (6–9 hours per week, 3:00–6:00 pm)
o inexpensive fees and flexible payment plans ($25–$150)
o hands-on experience

Objective F: Assess Learners And Provide Remediation When Necessary

The project design called for assessment centers organized to provide academic and occupational assessment services to clients. Originally, there were to be two assessment centers, one at George Washington University and one at D.C. Public Schools. This plan was revised by the Health Care Industry Coalition at their first meeting. The health care employers wanted onsite assessment and remediation centers, realizing that the more convenient the services, the more likely their employees would participate. In the final plan, PAVE established three assessment centers, Howard University Hospital, MM Washington Career High School and Greater Southeast Community Hospital. The Assessment centers were excited about the opportunity to provide these services to their current employees and to potential employees. In addition, a mobile assessment center was created, due to the lack of appropriate computer hardware and facilities at several hospitals.

The assessment software, Valpar MESA Short Form, that was used in this project was tailored to the health care employers identified training needs using the federal DOT codes. BASE, the remediation software, allows individuals to improve their basic skills, both literacy and numeracy, at their own pace.

The assessment process was as follows.

1 The prospective trainee placed a call to the Health Care Training Hotline.

2. A preliminary interview determined the caller's desire to pursue a health care career.

3. Pertinent information gleaned from the interview was then entered into the Health Care Management Information System (MIS).

4. An appointment for the assessment was scheduled at a time most convenient for the caller. Appointments were made in advance through the hotline and were available on a regular basis (usually one day a week per site).

5. A letter confirming the appointment date, time and place was sent to the hotline participant with a copy to the Assessment Coordinator along with the MIS information sheet.

6. A confirmation call was placed prior to the appointment to remind the prospective trainee or reschedule the appointment, if necessary.

7. The computerized assessment was conducted, usually lasting 2.5 to 3 hours each.

8. The Assessment Coordinator would then evaluate the assessment report and make their recommendation to the participant. The recommendations varied from pursuing advance degrees to remediation training.

9. A letter with the post-assessment recommendations and information on appropriate training programs was sent to the participant.

The assessment process in the joint venture was labor intensive and required significant time and coordination among project staff. A total of 404 hotline callers were served during the 18 month span of the project. Of those callers, 109 were assessed. The remaining 295 were either registered for training without assessment or declined additional participation after inquiring about the training programs.

Objective G: Enroll Learners In Technology Skills Training Related To Health Care

The Business Education Joint Venture trained 196 individuals which exceeded the projected goal of 150. The breakout for enrollment in training is as follows:

Existing Health Care Programs	27
Remediation/BASE	15
Specialized Health Care Training Organized by PAVE	154
	196

The health care partners are active in the recruitment and enrollment of their employees. Interestingly, of those enrolled in training to date, 113 were employed adults.

The training programs (listed on page 28 and 29) are conducted at MM Washington Career High School, Washington Hospital Center, Greater Southeast Community Hospital, J.B. Johnson Nursing Home, University of District of Columbia, and the D.C. Public Schools Adult Education Centers.

Realizing that the success of the training depends largely on meeting the needs (i.e., scheduling, length and cost) of the participant, the specialized training courses were typically:

- 12–14 weeks in length
- 6–9 hours per week
- 3:00 to 6:00 p.m.
- $25–$150 lab fees/person (books, supplies, and uniforms)

Participants are registered through the Health Care Training Hotline and required to bring at least a portion of the lab fees to the first day of class. The instructors track the participants' attendance, fee payments (fees were paid to the sponsoring institution) and updated project staff on a regular basis. Project staff were pleased with the initiative of the instructors, but recognized the need for continuity in the tracking of students and maintaining the quality of training. A checklist of procedures was developed and the classes were monitored on a periodic basis. In addition, each trainee completes an enrollment form which is then entered in the MIS.

The instructors have been enthused with the participants. Instructors report the trainees are so excited about the opportunity to acquire employable skills. They arrive early, stay late and complete homework assignments in advance.

There have been a few unexpected discoveries. The attrition rate of registrants from the date of phone registration to attendance the first day of class was approximately 50 percent. This is reflected in the fact that the project communicated with 404 individuals to get 196 enrolled in training. Project staff felt it necessary to register twice as many participants as there are slots available to ensure a full class. On a more positive note, the attrition rate for the course was less than that experienced in similar adult and secondary programs offered at the same institutions by the regular programs.

The demand for specialized training courses is evident in the number of requests for programs by both employers and potential trainees. Children's Hospital is sponsoring additional Medical Transcription courses at MM Washington for their employees. Washington Hospital Center is also continuing to offer the Phlebotomy Technology training to their employees and the community. The Nursing Occupations Technologies program at MM Washington is in demand because of federal and state regulations require certification of Nurse Assistants. The area nursing homes are sponsoring the training for their employees.

By monitoring classes, the project maintained continuous quality control efforts. (See Attachment I) In addition, the project organized graduation ceremonies for the classes that were well attended and presented an opportunity for community involvement. (See Attachment J)

BUSINESS EDUCATION JOINT VENTURE

TRAINING PROGRAMS AND ACTIVITIES GENERATED WITH FEDERAL START-UP FUNDS

Training Programs

Nurse Occupations Technologies

The Nurse Occupations Technologies program has been developed in response to new federal regulations regarding the certification of nurse assistants. The long term health care employers in the District of Columbia requested alternative training programs. In order to meet both the employers and employees needs, the program is nine (9) hours a week for fourteen (14) weeks. As required by the federal regulations, it provides a minimum of seventy-five (75) hours of laboratory work and on-the-job training. MM Washington Career High School is certified to provide this training program as a result of the efforts of the joint venture. The PAVE joint venture has successfully graduated two (2) classes of the Nurse Occupations Technologies. PAVE, working with MM Washington, will continue to provide the training to area nursing home employees.

Medical Transcription Technology

Major hospitals in the District of Columbia identified medical transcription as a priority for training their employees. Howard University Hospital is shipping their transcription work out of state because of the shortage of Medical Transcriptionists. MM Washington Career High School, in addition to the three courses that have been completed, will continue to work with health care providers, such as, Children's Hospital and Greater Southeast Community Hospital to provide Medical Transcription training for their employees.

Phlebotomy

Phlebotomy technicians are in demand in the District of Columbia. The employer coalition identified a need for a short term training program to alleviate the critical shortage of Phlebotomy Technicians. Through the PAVE joint Venture, a Phlebotomy Technology training program was established at the Washington Hospital Center. Washington Hospital Center has hired approximately 90% of the graduates from the two programs that have been completed. The hospital will continue to offer the phlebotomy training course for District of Columbia area residents.

Medical Records Apprenticeship

There were no apprenticeship programs for medical records in the District of Columbia, which the partners in the joint venture identified as a need. PAVE worked with Kaiser Permanente to establish a medical records apprenticeship program that is now certified with the D.C. Apprenticeship Council. Kaiser Permanente will begin to develop other apprenticeship programs to meet their training needs.

Medical Unit Clerk

In order to provide additional training for their employees, Children's Hospital developed a Medical Unit Clerk affiliation with MM Washington Career High School. Children's employees will train at MM Washington and complete clinical work on-site. Area residents will be given the opportunity to participate in the training.

Objective H: Coordinate The Placement Participants Completing Training In Jobs And/Or Continued Training In Health Care

The primary thrust of the joint venture sponsored by the U.S. Department of Education was to form the partnerships, assess and enroll learners in training programs, conduct the training and place the trainees.

This project did not establish formal placement efforts because the population receiving training was adults currently employed in health care occupations. Employed adults were targeted at the request of health care employers who wanted to recruit from within their organizations in order to maximize their human resources. Approximately 58% of the participants were currently employed when they enrolled in training. This exceeded the projections of the joint venture.

The project did, however, utilize the resources of the existing educational institutions and the health care institutions to place those who were available for employment. In addition, the instructors personally contacted health care providers to notify employers about the trainees. Health care employers were invited to the graduation ceremonies and given the opportunity to speak with prospective employees. Employers have been very enthusiastic about the graduates of the Joint Venture's training programs.

The Business-Education Joint Venture was successful in assisting with placement of graduates, approximately 78% of completers were employed. The specialized training programs experienced especially high placement rates.

- 100% of Phlebotomy Technology completers
- 71% of Nurse Occupations Technologies completers
- 72% of Medical Transcription Technologies completers

Other graduates of the training courses were enrolled in additional specialized training or long term programs at educational institutions in the District of Columbia.

Objective I: Conduct An Independent Evaluation Of The Project

The proposal indicated that Neil Voorsanger, President of the Princeton Institute of Management would conduct the independent evaluation. Dr. Ray Wasdyke of Wasdyke & Associates was awarded the contract to be the independent evaluator with full agreement of the project program and contracts officers.

Dr. Wasdyke was instrumental in shaping the direction and outcomes of the project. He was actively consulted by project staff throughout the term and provided valuable assistance in the formation of the data needs and the management information system.

The final evaluation report accompanies this document.

Objective J: Prepare And Disseminate A Guide On The Development Of A Business-Education Venture

Due to the unique third party management feature of this project, it was agreed to disseminate broadly, the guidelines for development of the Business-Education Venture.

These guidelines have been developed incorporating the experience of the project staff and disseminated to State Directors of Vocational Education and State Councils on Vocational Education. The preliminary dissemination vehicles were the ***New Ventures*** newsletter of PAVE and direct written communication to the targeted audiences from the PAVE President.

The following supplement has been forwarded to the vocational-technical eduction community at large for their use in joint ventures.

GUIDE SUPPLEMENT

A
GUIDE
TO
DEVELOPING
BUSINESS EDUCATION JOINT VENTURES

June 30. 1991

PAVE
The Education and Training Foundation
208 North Washington Street, Second Floor
Alexandria, Virginia

Under A Grant From:

The United States Department of Education
Washington, D.C.

Steering Task Force

Employer Coalition

Education Partner

Community Outreach

Assessment

Training

Placement

STEPS TO DEVELOPING A JOINT VENTURE

1. Establish an Advisory Steering Task Force

Rationale

To provide a strategic overview for the implementation and long range management of the joint venture.

Functions

A. Assess the feasibility of the proposed program activities.

B. Identify existing and future training needs and delivery methods.

C. Review and advise on the development of the joint venture model.

D. Share information about current and future education and training activities and partnerships.

E. Serve as advocates for the joint venture.

F. Recommend occupational areas where the joint venture could be replicated.

G. identify ways to make the joint venture self-supporting and ongoing.

Observations

- Identify influential industry, education and community leaders to participate as members of the task force. Organizations such as the chamber of commerce, private industry councils, industrial development boards are an important link to the community.
- Orient the task force as a group, but work with each member on an individual basis to ensure their advocacy for the joint venture.
- Maintain ongoing communications both written and verbal.
- The steering task force is an excellent sounding board and offers a non-operational perspective that is important for the managers of a joint venture.

2. Form a Coalition of Employers from the Industry

Rationale

To identify shortages in skilled workers and prioritize those needs, recruit employees for training, assist with community outreach and if necessary, assist with adapting curriculum.

Functions

A. Identify and aggregate training needs and priorities of employer.

B. Prioritize the employer-specific training needs for industry.

C. Identify potential employees to participate in training program.

E. Encourage supervisors to recruit employees for the training programs.

F. Identify employment opportunities.

G. Assist the education partners to adapt curriculum to meet industry standards.

H. Identify preferred methods to deliver training.

Observations

- Identify homogeneous employers in the industry that are actively involved in educating and training their employees. Coalition members should be from the human resource or education and training department of their organizations.

- Survey the coalition members to identify their skill training needs. The survey can either be an interview or written. A short written survey of all the area employers in the industry will provide the coalition members a list of skill training needs to prioritize.

- It is important to meet with upper level management, as well. A joint venture over the long term must have the commitment of the management.

3. Identify an Educational Institution to work with the Employer Coalition.

Rationale

The education partner provides the joint venture with the use of existing programs and an established delivery system. The joint venture can capitalize on the training experiences of the educational institutions.

Functions

A. Provide teachers, facilities, curriculum and management of training programs.

B. Provide assessment and remediation sites for trainees.

C. Provide a controlled training environment.

Observations

- The education partner should develop a coordinated plan for delivery of training with assistance from the joint venture partners.
- Community outreach is an important aspect for recruitment.
- The education partner reaps the benefits from increased enrollment.
- The commitment of top level education administrators is a critical element in the success of the joint venture.
- Other considerations that impact schools are the union, policies and regulations, and perhaps salary and schedules of instructors.

4. Community Outreach and Recruitment of Trainees

Rationale

Strong community support ensures that the program is available to all interested parties.

Functions:

A. Develop coordinated plan for outreach and recruitment.

B. Communicate to community agencies such as the Chamber of Commerce, Private Industry Council, economic development agencies and Department of Employment Services.

C. Identify target population for recruitment.

D. Set up student intake process and procedures (hotline, intake forms, prerequisite, etc.)

E. Maintain follow through with trainees from point of initial contact to job placement.

Observations

Make extensive use of:

- Student recruitment materials
  disseminate brochures to industry and education partners, to employees in their payroll envelopes, include as notices in employer newsletters

- Flyers announcing specific classes
  disseminate to employers, Department of Employment Services, Jobs for Homeless, educational institutions (Adult Ed).

- Public Service Announcements (PSAs)
  television, cable networks, and radio

5. Assess Participants

Rationale

The most commonly identified skills deficiency among employees is lack of basic skills. The assessment determines the aptitude and the educational level of the participants.

Functions

A. Identify or develop appropriate assessment instruments for the population and training program.

B. Organize and coordinate assessment process, equipment and sites.

C. Identify remediation instruction sites and other support groups for referral.

Observations

o The assessment process is an excellent method for ensuring the success of the participant and ultimately the training program. The lack of adequate basic skills is a common cause of failure.

o The assessment instrument and method of delivery (i.e., computerized or manual) must be appropriate for the target population and the training. Vocational education institutions usually have extensive assessment centers.

6. Organization and Oversight of Training Programs

Rationale

To develop quality training programs to meet the needs of the industry and the community is a primary function of the joint venture.

Functions

A. Use the established educational delivery system to organize training.

B. Modify and if necessary, adapt curriculum to meet industry needs.

C. Provide controlled training site such as an on-the-job site.

D. Adapt existing education institution schedule and policies to meet the needs of the trainees.

E. Maintain the quality of instruction through oversight and monitoring of programs.

Observations

- The oversight and monitoring of programs is essential for management and quality control.
- Attendance and performance records of students are needed data for reporting the statistics of the programs.
- Graduation ceremonies for the training programs can be media events. Invite top level administrators in both industry and education, as well as, the media.
- Short term (12-15 weeks), low cost training programs are in demand by adults and meet the needs of many employers for upgrading skills.

7. Job Placement of the Completers of the Training Program

Rationale

Placement is the ultimate goal of the training program.

Functions

A. Organize a systematic placement process using the existing education institutions where possible.

B. Organize and use the Employer Coalition early in the training process.

C. Direct adequate resources to placement (i.e., staff, materials, etc.)

D. Notify industry employers of training programs and graduations.

Observations

- Actively involve the Employer Coalition in the training process to ensure successful placement of graduates.
- Utilize the placement resources of the education institution, Employer Coalition and community agencies.
- Involve education agency instructors in placement efforts and utilize their industry contacts.

BUSINESS EDUCATION JOINT VENTURE

DEMAND INDICATORS

Shortages of skilled workers

Lack of communication between business and education

Inhouse training programs are not feasible due to insufficient staff, facilities, funds, etc.

Lack of appropriate training programs

BUSINESS EDUCATION JOINT VENTURE

DESIRABLE COMMUNITY SUPPORT

Private Industry Council

Department of Employment Services

Chamber of Commerce

Economic Development Council

Local Governmental Agencies
Human Resource Agencies

BUSINESS EDUCATION JOINT VENTURE

INDICATORS
OF
SUCCESS

Enthusiasm/Cooperation/Participation of Businesses

Enthusiasm/Cooperation/Participation of Education

High Level of Community Support

Strong Response to Student Recruitment Efforts

Strong Response to Graduate Placement Efforts

ATTACHMENTS

ATTACHMENT A

STEERING TASK FORCE

HEALTH CARE OCCUPATIONS JOINT VENTURE
Steering Task Force

Organization Represented	Name/Title	Address/Telephone
Metro Health Corporation	Mr. Earnest A. Green Chairman/President	1444 Eye Street, NW Suite 215 Washington, DC 20008 202-371-2816
DC Department of Employment Services	Mr. John Adams Deputy Director	500 C Street, NW Suite 613 Washington, DC 20001 202-639-1698
DC Public Schools Vocational & Adult Education	Dr. Otho Jones Director	Browne Admin Unit 26th St. & Benning Rd, NE Washington, DC 20002 202-724-4178
DC Health Care Association	Ms. Alberta Brassfield Director	J.B. Johnson Nursing Home 901 1st Street, NW Washington, DC 20001 202-289-7715
University of the District of Columbia	Dr. Monet Daniels Asst. to Provost Vice President, Academic Affairs	Building 39, Room 301 4200 Connecticut Ave., NW Washington, DC 20008 202-282-3080
	Dr. Ronald Field Dean, College of Life Sciences	202-282-7385
DC Office of Ecomonic Development	Ms. Jill Dennis Special Assistant to the Deputy Mayor	DC Government 1350 Penn. Ave., NW Washington, DC 20004 202-727-6365
Greater Washington Board of Trade/Washington Hospital Center	Mr. Dunlop Ecker President	110 Irving Street, NW Room 2A2 Washington, DC 20010 202-877-6101

Howard University	Dr. Angela Ferguson Executive Assistant to the Vice President	2400 6th St., NW Washington, DC 20059 202-806-7471
DC Private Industry Council	Mr. Michael Gilbert Executive Director	1129 20th Street, NW Suite 200 Washington, DC 20036 202-463-7811
DC Public Schools Special Populations Adult and Community Education	Ms. Hazel Showell Director, Adult Branch	601 15th Street, NE Washington, DC 20002 202-724-4211
	Dr. David White Director, Account Branch	202-724-4208
DC Public Schools Secondary Education	Dr. Thomas Harper Asst. Superintendent	415 12th Street, NW Room 805 Washington, DC 20004 202-724-4099
	Mr. Tony Nicholson Assistant	202-724-4099
DC Hospital Association	Mr. Howard Jessamy President	1250 Eye Street, NW Suite 700 Washington, DC 20005 202-682-1581
	Ms. Joan Lewis Vice President	202-682-1581
Howard University Hospital	Mr. Russell Miller Acting CEO	2041 Georgia Ave., NW Washington, DC 20060 202-865-6660
George Washington University	Dr. Brunetta Wolfman Associate Vice President for Academic Affairs	2121 Eye Street, NW Suite 503 Washington, DC 20052 202-994-4950

PAVE Staff
Dean Griffin, President
Lawrence P. Serna, Program Manager
Julie R. Craichy, Assistant to the President
Raymond G. Wasdye, Evaluator
Anne S. Richardson, Assessment Coordinator
Yvonne Price, Consultant

ATTACHMENT B

HEALTH CARE INDUSTRY COALITION

HEALTH CARE OCCUPATIONS JOINT VENTURE
Health Care Industry Coalition

HOSPITALS	REPRESENTATIVES
Howard University Hospital 2041 Georgia Avenue, N.W. Washington, DC 20060 Russell Miller Acting Chief Executive Officer Tel. 865-6660	Linda K. Banks Coordinator of Education and Training Tel. 806-5578
Greater Southeast Community Hospital 1310 Southern Avenue, S.E. Washington, DC 20032 Tom Chapman Chief Executive Tel. 574-6000	JoAnn Kurtz Vice President for Human Resources Tel. 574-7060 Stephanie Harvey Director Human Resources
Washington Hospital Center 110 Irving Street, N.W. Washington, DC 20010 Dunlop Ecker President Tel. 877-6101	Mark Cooper Assistant Administrator Room 282, Admins. Suite Tel. 877-7106 Rosalind Jeffries Director of Human Resource Development Tel. 877-7322 Marla Mitnick Senior Trainer Tel. 877-7323
D.C. General Hospital 19th & Massachusetts Ave., S.E. Washington, DC 20003 Mark Chastang Chief Executive Officer Tel. 675-7654	Teresa Bass Director of Training Room 115 Archibald Hall Tel. 675-7223

HEALTH CARE FACILITIES/NURSING HOMES

J. B. Johnson Nursing Home 901 1st Street, N.W. Washington, DC 20001 Alberta Brassfield Director	Alberta Brassfield Director Tel. 289-7715

HEALTH CARE FACILITIES/NURSING HOMES (CONTINUED)

Greater Southeast Center for Aging
3847 Branch Avenue, Room 111
Hillcrest Heights, MD 20748

Ana Raley
Senior Vice President

Tel. 899-7810

Stoddard Baptist Nursing Center
1818 Newton Street, N.W.
Washington, DC 20010

Barbara Cutler
Staff Development
Director
Tel. 328-7400

Cherron Wilson
Administrator
Tel. 328-7400

HEALTH MAINTENANCE ORGANIZATIONS

Group Health Asssociation
4301 Connecticut Avenue, N.W.
Washington, DC 20008

Ken Griffith
Manager of Human
Resources
Tel. 364-2024

Robert Pfotenhauer
Chief Executive Officer
Tel. 364-2059

Kaiser Permanente
MidAtlantic States
4200 Wisconsin Avenue, N.W.
Washington, DC 20016

Peggy Greenberg
Director of Training and
Development
Tel. 364-6757

Rebecca Grueneberger
Training Specialist/
Internal Consultant
Tel. 364-3451

Allan Silverstone
Regional Manager
Tel. 364-3300

NEIGHBORHOOD HEALTH CENTERS

Department of Human Services
Commission of Public Health
Ambulatory Care Administration
1660 L Street, N.W., Suite 901
Washington, DC 20036

Dr. Marlene Kelley
Chief of Ambulatory Care
Tel. 673-6678

Peter Capolla
Deputy Administrator
Tel. 673-7700

Dr. George Benjamin
Commissioner for Public Health

HOME HEALTH CARE

Foundation for Hospice
and Home Care
519 C Street, N.E.
Washington, DC 20002

Marian Brown
Director

Joan Wolfe
Director for
Training
Tel. 547-6586

MANAGEMENT COMPANIES

Metropolitan Health Corp.
1444 I Street, N.W., Suite 215
Washington, DC 20005

Tel. 371-2816

Earnest Green
President

Urban Shelters & Health Care
Systems, Inc.
1101 14th Street, N.W.
10th Floor
Washington, DC 20005

Madeline L. Lyles
Vice President for
Residential Treatment
Programs
Tel. 289-1029

Roy Littlejohn
President

Medlantic Health Care Group
100 Irving Street, N.W.
Suite 8112
Washington, DC 20010

Martha Hoppler
Vice President Human
Resources
Tel. 877-7994

PSI
1000 Vermont Avenue, N.W.
Suite 300
Washington, DC 20005

Elizabeth Abramowitz
President

Elizabeth Abramowitz
President
Tel. 842-2790

Hope Sayles
Director
Staff Development
Tel. 745-3636

04.25.90.01B (Revised 10-10-90)

ATTACHMENT C

CHILDREN'S HOSPITAL

Children's
National Medical Center.

111 Michigan Avenue, N.W.
Washington, D.C. 20010-2970
(202) 745-5000

Children's *Hospital*
Children's *Research Institute*
Children's *Foundation*
Children's *Faculty Associates*
Child *Ventures*

May 8, 1991

Mr. Dean Griffin
President
PAVE
208 N. Washington Street
Alexandria, VA 22314

Dear Mr. Griffin:

On behalf of Children's Hospital, I would like to thank you and your staff for developing the Margaret Murray Washington Medical Transcription partnership. Through your staff's efforts, we were able to build a strong working relationship with the staff of Margaret Murray Washington, which we hope to continue for many years.

The result of your efforts was a joint 12-week Medical Transcription/Typing Program which was completed by 11 employees of Children's Hospital. Attached is a copy of the student's progress and typing scores to illustrate the dramatic impact of the course.

Without the help and support of the staff of PAVE, this innovative partnership would not have developed and flourished.

Once again, it has been a pleasure working with you and I look forward to working on another project with your group in the future.

Sincerely,

Anita K. Brady
Manager
Education and Training
Human Resources

Department of Pediatrics
The George Washington University
Medical Center

Typing/ Transcription Course Summary 1/29/91 - 4/25/91

Beginning Typing

12 week Course: 24 3-hour sessions

Name	Department	Beg. Speed	End Speed	Ab/Lt*
Sally Cole	Unit Support	8	16	2/0
Helen Jeffers	Hearing and Speech	8	15	3/0
Margaret Price	Radiology	13	24	0/0
Jennifer Rejaramo	Orthopedics	17	27	1/4
Dekky Sammy	Radiology	13	25	2/0
Wanda Thomas	Unit Support	8	16	1/0

Accomplishments:
Horizontal and vertical placement, setting margins, typing business letters, typing business envelopes, determining space lines, using an IBM computer, and using protype.

Intermediate Typing/Medical Transcription

12 week Course: 24 3-hour sessions

Name	Department	Beg. Speed	End Speed	Ab/Lt*
Deborah Belsches	Unit Support	22	45	1/0
Shanti David	Learning Resources	20	49	1/2
Jacqueline Harrison (entered program 2/14/91)	Temporary Pool	21	36	2/0
Aleisha Leigh withdrew 3/22/91 **moved out of area	Cardiology	35	44	**
Calista Nguimbus	Credit	42	63	1/0

Accomplishments:
Typing from a rough draft, centering vertically and horizontally, block style memorandum, business and personal letters, addressing envelopes, typing topic outlines, typing reports with footnotes, learning medical transcription, using an IBM computer, and using protype.

*ab/lt= number of times employee is absent or 20 minutes late to class

ATTACHMENT D

HEALTH CARE EMPLOYERS

Compiled For The Business Education Venture
To Provide
High Technology Skills Training
for Health Care Occupations
By PAVE
The Education and Training Foundation
208 North Washington Street
Alexandria, VA 22314

HEALTH CARE PROVIDERS
DISTRICT OF COLUMBIA

Adams Morgan NHC
2250 Champlain Street, NW
Washington, D.C. 20009

Anacostia Neighborhood
Health Center
1328 W Street, SE
Washington, D.C. 20020

Arthur Capper Neighborhood
Health Center
601 L Street, SE
Washington, D.C. 20003

Benning Heights Neighborhood
Health Center
46th & Benning Road, SE
Washington, D.C. 20019

Capital Hill Hospital
700 Constitution Avenue, NE
Washington, DC 20002

Children's National Medical Center
111 Michigan Avenue, NW
Washington, DC 20010

Children's Hospital, National
Medical Center Home Care
111 Michigan Avenue, NW
Washington, DC 20010

Claridge Clinic
1221 M Street, NW
Washington, DC 20009

Columbia Hospital For Women
2425 L Street, NW
Washington, DC 20037

Congress Heights Neighborhood
Health Center
3855 8th Street, SE
Washington, DC 20032

DC Village
2 DC Village Lane, SE
Washington, DC 20032

DC General Hospital
19th St. & Massachusetts Ave., SE
Washington, DC 20003

Note: The Business-Education Venture to Provide High Technology Skills Training for Health Care Occupations is funded by the US Department of Education. The $383,349 grant is 75% of the total cost of the program. The remaining 25% consists of industry and education contribution.

Dept. of Human Services
Commis. Public Health, AHCA
1660 L Street, NW, Suite 901
Washington, D.C. 20036

Eckington Clinic
60 Florida Avenue, NE
Washington, D.C. 20002

Episcopal Church Home
1515 32nd Street, NW
Washington, D.C. 20007

Fifteenth Street Neighborhood
Health Center
702 15th Street, NE
Washington, D.C. 20002

Foundation for Hospice
519 C Street, NE
Washington, DC 20002

Garfield Terrace Clinic
2301 11th Street, NW
Washington, DC 20001

George Washington Univ. Hospital
Cancer Home Care Program
2150 Pennsylvania Avenue, NW #5-430
Washington, DC 20037

George Washington University
Medical Center
901 23rd Street, NW
Washington, DC 20007

Georgetown University
Medical Center
3800 Reservoir Road, NW
Washington, D.C. 20007

Grant Park Care Center
500 Nannie Helen Burroughs
Avenue, NE
Washington, DC 20019

Greater SE Community Hospital
1310 Southern Avenue, SE
Washington, DC 20032

Greater SE Center for Aging
3847 Branch Avenue, SE, Room 111
Washington, DC 20748

Group Health Association
4301 Connecticut Avenue, NW
Washington, DC 20008

Hadley Memorial Hospital
4601 Martin Luther King Jr. Ave SW
Washington, DC 20032

HIMA
1030 15th Street, NW
Washington, DC 20005

Health Care Institute
1380 Southern Avenue, SE
Washington, DC 20032

Home Caring Service
1010 16th Street, NW
Suite 236
Washington, DC 20036

Home Health Care
13177 Rhode Island Avenue, NW
Suite 404
Washington, DC 20005

Homemaker–Home Health Aide
Service of National Capitol Area, Inc.
1325 Massachusetts Avenue, NW
Washington, DC 20005

Hospice of Washington
320 Upton Street, NW
Washington, DC 20016

The Hospital for Sick Children
1731 Bunker Hill Road, NE
Washington, DC 20017

Hospital Home Care Temp, Inc.
1015 18th Street, NW, Suite 506
Washington, DC 20036

Howard University Hospital
2041 Georgia Avenue, NW
Washington, DC 20060

Hunt Place Neighborhood
Health Center
4130 Hunt Place, NE
Washington, DC 20019

Iona House Senior Service
4200 Butterworth Place, NW
Washington, DC 20016

Health Care Institute
J.B. Johnson Nursing Home
901 1st Street, NW
Washington, DC 20001

KOBA Institute
1156 15th Street, NW
Washington, DC 20005

Kaiser Permanente Midatlantic States
4200 Wisconsin Avenue, NW
Washington, DC 20016

Kimberly Quality Care
1413 K Street, NW
Third Floor
Washington, DC 20005

LMAC
1025 Vermont Avenue, NW
Washington, DC 20005

Lisner–Louise Dickson Home
5425 Western Avenue, NW
Washington, DC 20017

Little Sisters of the Poor
4200 Harewood Road, NE
Washington, DC 20011

Medlantic Manor at Lamond Riggs
6000 New Hampshire Ave., NE
Washington, DC 20011

Medlantic Health Care Group
100 Irving Street, NW
Suite 8112
Washington, DC 20010

Methodist Home
4901 Connecticut Avenue, NW
Washington, DC 20008

Metro Health Corporation
1444 I Street, NW, Suite 215
Washington, DC 20005

National Rehabilitation Hospital
102 Irving Street, NW
Washington, DC 20010

PSI
1000 Vermont Avenue, NW
Washington, DC 20005

Providence Hospital
1150 Varnum Street, NE
Washington, DC 20017

The Psychiatric Institute of
Washington
4460 MacArthur Blvd., NW
Washington, DC 20007

R Street Neighborhood Health Center
10th & R Streets, NW
Washington, DC 20001

Regency Clinic
5201 Connecticut Avenue, NW
Washington, DC 20015

Rock Creek Manor
2131 O Street, NW
Washington, DC 20037

Saint Elizabeth's Commission on
Mental Health Services
2700 Martin Luther King, Jr. Ave, SE
Washington, DC 20032

Sharp Health School
4300 13th Street, NW
Washington, DC 20011

Sibley Memorial Hospital
5255 Loughboro Road, NW
Washington, DC 20016

Southwest Neighborhood
Health Center
850 Delaware Avenue, SW
Washington, DC 20024

Staff Builders of Washington
1717 K Street, NW, Suite 505
Washington, DC 20036

Stoddard Baptist Nursing Center
1818 Newton Street, NW
Washington, DC 20010

Thomas House
1330 Massachusetts Avenue, NW
Washington, DC 20005

Upjohn Healthcare Service
1701 K Street, NW, Suite 602
Washington, DC 20036

Urban Shelters & Health Care
Systems, Inc.
1101 14th Street, NW, Tenth Floor
Washington, DC 20005

VNA of Washington DC
5151 Wisconsin Avenue, NW
Suite 400
Washington, DC 20016

Veterans Affairs Medical Center
Hospital Based Home Care Program
50 Irving Street, NW
Washington, DC 20422

Veterans Affairs Medical Center
50 Irving Street, NW
Washington, DC 20422

Walker-Jones Neighborhood
Health Center
1100 First Street, NW
Washington, DC 20001

Walter Reed Army Medical Center
6825 16th Street, NW
Washington, DC 20307

The Washington Home
3720 Upton Street, NW
Washington, DC 20016

Washington Center for Aging
Services
2601 18th Street, NE
Washington, DC 20018

The Washington Hospital Center
110 Irving Street, NW
Washington, DC 20010

Washington Nursing Facility
2425 25th Street, SE
Washington, DC 20020

Wisconsin Avenue Nursing Home
3333 Wisconsin Avenue, NW
Washington, DC 20016

Woodbridge Neighborhood
Health Center
3012 18th Street, NE
Washington, DC 20018

ATTACHMENT E

TRAINING NEEDS ASSESSMENT

SURVEY INSTRUMENT

REPORT

Last Update: ____________________ ID# ____________________

PAVE

The Education and Training Foundation

Needs Assessment

Employee Growth and Development for Health Care Workers
A Joint Venture between Health Care Providers and Educators

Directions: This needs assessment is being conducted to assess the employment, education and training needs of health care facilities located in the District of Columbia. The information will be used to assist with the training and placement of health care workers. Information recorded will be entered into a data base and will assist the Joint Venture partners in prioritizing training needs and working with the educational systems in the delivery of services. Your help in completing the survey is greatly appreciated.

Part I

1. Name of Health Care Facility or Organization: ____________________
2. Type of Facility (check one):
    - ____ Hospital
    - ____ Clinic
    - ____ Long Term Care Facility
    - ____ Health Maintenance Organization
    - ____ Health Management Corp.
    - ____ Home Health Care
    - ____ Residential Treatment
    - ____ Other ____________________
3. Location of facility (full address):
____
____
4. Name and Title of Chief Executive Officer: ____________________
5. Main phone number: ____________________
6. Name(s), title(s), and phone number(s)/extension of contact personnel (person(s) completing the needs assessment):
Name ____________________ Title ____________________ Ext. __________
Name ____________________ Title ____________________ Ext. __________
Name ____________________ Title ____________________ Ext. __________

7. Statistical Description:
Number of beds, if applicable: __________
Number of persons served per annum (use duplicated headcount): __________
Total number of staff: __________ FTE __________
Total number of training & development staff: ______ FTE ______

Part II

1. Check all those job categories for which your facility will have the greatest employment needs over the next five (5) years in the spaces provided to the right. Indicate where education/training currently is most needed by rank ordering the top 10 in the spaces provided to the left. Number one (1) being the greatest need. You may use the same numerical equivalent to indicate training needs that are equally critical.

____ 1. Nurse, RN/BS ____
____ 2. Nurse, Psychiatric ____
____ 3. Nurse, Geriatric ____
____ 4. Nurse, RN/AS, Diploma ____
____ 5. Nurse, LPN, Vocational ____
____ 6. Nurse Assistant ____
____ 7. Pharmacist ____
____ 8. Pharmacist Assistant ____
____ 9. Occupational Therapist ____
____ 10. Occupational Therapist Assistant ____
____ 11. Physical Therapist ____
____ 12. Physical Therapist Assistant ____
____ 13. Recreational Therapist ____
____ 14. Recreational Therapist Assistant ____
____ 15. Medical Technician ____
____ 16. Medical Assistant ____
____ 17. Laboratory Technician ____
____ 18. Laboratory Technician Assistant ____
____ 19. Clerical/Secretarial Support ____
____ 20. Administrative Assistant ____
____ 21. Medical Records Technician ____
____ 22. Medical Records Assistant ____
____ 23. Medical Decoder ____
____ 24. Clinical Assistant ____
____ 25. Orthopedic Technician ____
____ 26. Radiographer ____
____ 27. Ultra Sound Technician ____
____ 28. Radiologic Technician ____
____ 29. Radiologic Assistant ____
____ 30. Psychiatric Social Worker ____
____ 31. Psychologist ____
____ 32. Rehabilitation Specialist ____
____ 33. Counselor Paraprofessional (BA/BS level) ____
____ 34. Speech Therapist ____
____ 35. Transportor/Driver ____
____ 36. Mental Health Therapist, MA/MS ____
____ 37. Mental Health Technician ____
____ 38. Mental Health Assistant ____
____ 39. Environmental Service Technician ____
____ 40. Security Personnel ____
____ 41. Dietitian ____
____ 42. Dietary Technician ____
____ 43. Dietary Assistant/Host ____
____ 44. Geriatric Specialist ____
____ 45. Respiratory Therapist ____
____ 46. Unit Clerk ____
____ 47. Linen/Laundry Service ____
____ 48. Other (explain) ____________________

2. Check those skill areas most needed by your employees in the spaces provided to the right. Indicate where your current training needs are the greatest by rank ordering the top five (5) skill areas in the spaces provided to the left. Number one (1) being the greatest need. You may use the same numerical equivalent to indicate training needs that are equally critical.

____ 1. Technical knowledge ____
____ 2. Application of technical /professional knowledge ____
____ 3. Computer literacy ____
____ 4. Comprehension ____
____ 5. Problem solving/critical thinking ____
____ 6. Human relations/interpersonal skills ____
____ 7. Cultural differences/cross-cultural communication ____
____ 8. Generational differences/intergenerational communication ____
____ 9. Resource/fiscal management ____
____ 10. People management ____
____ 11. Management/team building ____
____ 12. Psycho/social skills ____
____ 13. Openness to change/flexibility ____
____ 14. Supervision ____
____ 15. Communication ____
____ 16. Patient/client rights ____
____ 17. Languages: English ____ Spanish ____ Other ____
____ 18. Spelling/writing ____
____ 19. Keyboarding ____
____ 20. Worker maturity/work adjustment/work ethics ____
____ 21. Career awareness ____
____ 22. Job/workplace literacy ____
____ 23. Basic literacy ____
____ 24. Other (explain) ____________________

3. Check the top three (3) descriptors with respect to their impact on recruitment, retention and upgrading to which the Joint Venture could respond.

____ 1. Worker shortages in high demand areas
____ 2. Continuing education for certification and licensure requirements
____ 3. Lack of awareness of the array of employment opportunities in the health care industry
____ 4. Inability of our educational institutions to recruit students into programs related to health care
____ 5. Lack of a coordinated approach between education/training institutions and health care providers
____ 6. Lack of clearly defined career paths within the industry
____ 7. Other (explain) ____

4. To meet your existing and future training needs, you would be willing to do which of the following? Check all those appropriate.

____ 1. Develop and expand current in-house offerings
____ 2. Contract with educational institutions located within the District of Columbia
____ 3. Contract with educational institutions located outside of the District of Columbia
____ 4. Develop joint training ventures with other health care providers
____ 5. Encourage employees to obtain training and education through external sources
____ 6. Initiate and/or expand use of technology
____ 7. Other (explain) ____________________

5. List the types of training and education opportunities currently offered by you facility. If you have publications that provide this information, write SEE ATTACHED in the spaces provided below and return a copy of the publication with the survey.

6. Check those benefits currently offered by your organization to encourage participation in employee growth and development programs.

____ 1. Prepaid tuition
____ 2. Tuition reimbursement
____ 3. Higher level of incentive for training in hard to fill positions
____ 4. Release time (no pay)
____ 5. Shared time
____ 6. Time-off with pay
____ 7. Support services (childcare, transportation, book and material purchases)
____ 8. Career development programs
____ 9. Clearly defined career paths within the organization
____ 10. Salary incentives for participation in training and educational programs
____ 11. Other (explain) ____________________

7. Rank order the top five (5) programs and services listed below that would enhance your facility's ability to provide employee training and development programs. Number one (1) being the most desirable. You may use the same number more than once for programs and services of equal importance.

____ 1. Clearinghouse/data base of education and training programs available in the area.
____ 2. Technical assistant in developing training/education contracts with education and training institutions
____ 3. Expanded education/training opportunities for unskilled and minimally skilled employees
____ 4. Development of cost effective training options
____ 5. Enhanced quality of publicly sponsored training
____ 6. Technical assistance to expand in-house training options
____ 7. Greater emphasis on customized programs to meet specific facility and employee needs
____ 8. Greater emphasis on upward mobility/employee upgrade programs
____ 9. Development of clearly defined career paths
____ 10. Increased flexibility on the part of education and training agencies in the provision of services
____ 11. Expansion of internships and experiential components of the education/training process
____ 12. Increased accessibility to existing education and training programs
____ 13. Distribution of information regarding availability of education and training programs on a regular basis
____ 14. Greater emphasis on cross-skill training
____ 15. Development of on-site programs in conjunction with accredited institutions
____ 16. Responsiveness and sensitivity to adult employee needs on the part of educational institutions
____ 17. Access to career development services
____ 18. Joint sponsorship of programs by health care providers in high shortage areas
____ 19. Assistance in marketing health care occupations and recruiting students into entry level training
____ 20. Other (explain) ____________________

8. Which of the training formats listed below would be of greatest value to employees in your facility? Check all those applicable.

____ 1. Videotape
____ 2. Interactive Video
____ 3. Cable T.V. programming
____ 4. Closed Circuit T.V. programs
____ 5. On-site instruction
____ 6. Weekend programs
____ 7. Compressed time frame programs
____ 8. Staggered course schedules
____ 9. Assessment of prior learning
____ 10. Computerized literacy
____ 11. Computerized technical and professional skills training
____ 12. Seminar formats
____ 13. Workbooks/training manuals
____ 14. Shorter course formats/increased number of components
____ 15. Teleconferences
____ 16. Other (explain)____________________

Part III

1. In which area would you be willing to work with education and training institutions? Check all those applicable.

____ 1. Provide time for informational interviews
____ 2. Implement employee growth and development programs (Career Development)
____ 3. Assist supervisory and management staff to serve as mentors for employees and students
____ 4. Provide observational, shadowing, modeling and internship experiences for employees and students
____ 5. Provide paid on-the-job training experiences (co-op, OJT, apprenticeship, etc.)
____ 6. Develop employee enrichment/job enhancement seminars and workshops
____ 7. Develop traditional and non-traditional career paths
____ 8. Provide training for education and training professionals
____ 9. Be a guest speaker in education and training programs for current and potential employees
____ 10. Implement technical and professional skills training programs
____ 11. Serve on advisory committees
____ 12. Assist with curriculum evaluation, modification and design
____ 13. Implement literacy and education development programs
____ 14. Other (explain) ____________________

2. Check those strategies that would enhance your institution's ability to recruit, retain and upgrade employees. Circle the top three (3) priorities.

____ 1. Increased allocation of funds for training
____ 2. Increased commitment to employee growth and development
____ 3. Development of innovative approaches to staffing patterns
____ 4. Development of a "substitute pool"
____ 5. Integrating training into the performance evaluation process
____ 6. Infuse training as an integral part of workplace requirements
____ 7. Development of comprehensive incentive programs
____ 8. Expanding tuition reimbursement, prepaying tuition or other institutional support programs to include career development and literacy development
____ 9. Directly link training to productivity enhancement and cost effectiveness
____ 10. Revise salary scales to reflect rewards for participation in training
____ 11. Include training as part of the employee contract
____ 12. Provide release time and shared time opportunities
____ 13. Conduct jointly sponsored programs
____ 14. Create career ladders in greater numbers of occupational/services areas
____ 15. Other (explain) ____________________

3. a. Do you have employees who could benefit from the Joint Venture described in the attached materials? yes____ no____
b. If yes, approximately, how many?________

4. General Comments, if any: ____________________

____

____

Thank you.
Please return to: **PAVE** 208 N. Washington Street, Alexandria, Virginia 22314

PAVE
The Education and Training Foundation
Creating Private Sector – Education Partnerships

Summary
HEALTH CARE OCCUPATIONS HIGH TECHNOLOGY SKILLS TRAINING NEEDS INTERVIEW SURVEY DISTRICT OF COLUMBIA

DRAFT FOR REVIEW

JULY 19, 1990

INTRODUCTION

PAVE, the Education and Training Foundation, is undertaking the development of Joint Ventures that focus on critical industry specific training and employment needs. The primary features of the Joint Ventures include the following elements:

1. Identification of targeted industries facing critical training and employment needs.
2. Selection of geographical areas in which the Joint Venture is to be implemented.
3. Formation of a policy level Steering Task Force comprised of key personnel representing economic development, industry and education interests.
4. Development of coalitions of industry personnel whose primary roles and functions are related to human resources management.
5. Development of an education partnership representing key education and training delivery systems.
6. Assessment and prioritization of industry related training and employment needs.
7. Identification and coordination of industry related training and employment programs.
8. Development of a comprehensive plan for the delivery of education and training services to employees and new entrants.

208 N. Washington Street, Alexandria, Virginia 22314
703-683-0547

9. Establishment of policies and procedures that provide increased upgrade training options.

10. Development of mechanisms to insure continued dialogue among the education partners and between education and industry personnel.

11. Implementation of training program development and modification, outreach, employee recruitment, screening, assessment and referral activities.

This needs assessment survey was made for PAVE's high technology skills training program in health care. The first stage of the Joint Venture for Health Care Occupations was to survey the skills training needs. The interview survey was designed to assist PAVE and its partners with the development of a comprehensive, short and longterm plan to meet the human resource needs, technical skills, entry level skills, upgrade and retraining, retention and recruitment of the health care industry in the District of Columbia. The immediate goals of this survey include:

1. Prioritization and identification of immediate technical training needs.

2. Orientation of education and training institutions to meet those needs.

3. Identification of those health care facilities with an interest in participating in a pilot project.

4. Stimulate the outreach and recruitment of employees and those interested in pursuing careers in the health care industry.

5. Referral of interested personnel to assessment, educational development, and selected health care technology related training.

6. Infusion of policies into education and industry that facilitate the training, upgrading and recruitment processes.

7. Establishment of an on-going process of articulation among the education partners and health care representatives.

8. Building a viable consortium among industry to solve training needs.

9. Developing more responsiveness and flexibility among the education partners.

The information collected during this interview will guide education partners to assess the extent to which they are able to meet the high technology education and training needs of the health care industry in the District of Columbia through curriculum development and modification and changes to the delivery system.

PROCESS

Fourteen separate facilities, representing six (6) types of health care providers were included in the interview survey. The list of facilities and persons interviewed are located in Appendix A. The amount of time spent for each interview ranged from one and a half (1 1/2) to three (3) hours for a total of 31 interview hours. The interviews were conducted between May 7th and June 6, 1990. Four hospitals, two longterm care facilities*, two health maintenance organizations, four health care management companies **, a home care representative, and the administrator for Neighborhood Health Centers were involved. These facilities further represent private for profit, private not for profit, public, and religious affiliated providers. A copy of the needs assessment survey used during the interviews is found in Appendix B. The results of the needs assessment follows.

RESULTS OF THE NEEDS ASSESSMENT

As a first step, the responses to the needs assessment were consolidated into a paper and pencil survey which was sent to all health care facilities within the District of Columbia during the month of July, 1990. A copy of this survey form is found in Appendix C.

The needs assessment was structured to elicit responses in six categories. Each category was further broken down to discrete items. A summary of the responses to these categories and items is described below.

BASIC INFORMATION

In addition to verifying address, identification and contact personnel information, questions regarding the size of the facilities and operations were asked. The number of facilities managed ranged from three to 20 for those with multiple facilities. Eight were single operation facilities. The number of staff positions ranged from 150 to 4800 with hospitals and HMO's reporting the largest number of employees. The

---

Note: *Three longterm care facilities were selected. Due to scheduling conflicts the third survey was not completed within the time frame establishment.

**These represent hospitals, longterm care facilities, medical service operations, residential and day treatment centers and shelters.

vacancy factor was also addressed – all facilities reported a vacancy factor, reflecting critical labor shortage areas. The number of individuals served varied greatly depending on the type of facility, beds approved and membership. These figures will be verified and reported upon completion of the written survey. The preliminary results included a range of 1310 beds to 150 which represents management companies overseeing several facilities, hospitals and longterm care facilities. The HMO's and Neighborhood Health Centers reported a range of 45,000 members to 287,000 members served which accounts for total membership and walk-in patients.

Several observations of criticality to the project emerged:

--Training staff size ranged from 9 to 0.

--Many facilities depend on training being externally provided.

--Those with limited staff also reported use of external agencies.

--Even those with larger training staffs expressed the need to seek external assistance in the provision of training.

--Some facility types were impacted by national mandates (Home Health Care and Long term Care facilities).

--All had minimum requirements for staff participation in training as a result of in-house policies, certification requirements and meeting accreditation mandates.

GENERAL ISSUES

This section addressed issues of general concern including trends and critical factors impacting on the provision of health care nationally, within the District of Columbia and at the facility level. The results of this discussion are summarized below:

--Uncompensated care (care for indigents and defaults payments) was of greatest concern.

--Reimbursement costs and procedures emerged as another area of great concern.

--Aging of America, acuity of illnesses and costs related to this phenomenon was another factor.

--The related issue of rising costs of care and inability of facilities to keep-up with those costs is resulting in the following: downsizing of staff, restructuring of staff, delimiting the scope of services provided, increased competition among all types of facilities for well-trained staff, recognition that training is playing and will continue to play a more significant role than ever before to respond to trends.

--Regulations imposed by governing bodies impacts on cost factors and personnel recruitment and retention.

--Fewer individuals are entering the health care professions.

--Ability to obtain resources and attract qualified personnel are the two single most critical needs.

--The need of training and justifying training costs are conflicting trends.

--Sufficient funds to cover capital expenditures (building and equipment) represents a major challenge.

--Greater emphasis will be placed on retention issues, creating a marketing image for individual facilities and cost containment.

--The industry must address the dichotomy between downsizing and recruiting personnel in critical shortage areas - retraining needs to be addressed.

--Technological advancements will continue to impact on cost and the need for retraining.

The implications of these responses for the Joint Venture confirms the need to address cost effective ways to deliver technical training and education services to health care employees at all levels.

EMPLOYMENT, TECHNICAL TRAINING AND BENEFITS

The employment section focused on the identification of specific occupational needs and technical skill areas required of employees. The training section focused on the type and scope of training currently offered and the current technical training needs.

The benefits section focused on the types of incentives provided to encourage participation in training and education programs. For the purposes of this report these sections have been integrated into one section due to the interrelatedness of employment, training and the benefits issues.

EMPLOYMENT

Forty-seven occupational areas were identified as needing emphasis for technical training and retraining. This list is found in Appendix D. The following occupational trends emerged:

--There is a need to create career path opportunities in many of the professional and technical allied health areas. Specifically emphasis should be placed on career paths for nursing, pharmacy, occupational, and physical therapy respiratory and recreation therapy, radiology, mental health support, dietary, medical records, laboratory and clinical areas.

--There are dischotomous trends - one towards greater specialization' the other towards cross-skill training.

--There is an increased need for staff in support and operational positions including clerical, environmental services, housekeeping, linen services, central supply and security.

--There is a need for those occupying lower positions to become more technically proficient in order to move up to other positions.

--Integration of human relations skills with technical proficiency is a major factor.

Entry into professional, technical and support staff positions will continue to require higher literacy levels.

Respondees indicated that while there is no lack of applicants, finding those who are qualified remains a problem. Pay scales, competition among health care providers for the same pool of qualified workers, increased requirements for certification and licensure, literacy, aids, crime and acuity of illness were cited as causes.

A recurrent concern focused on how to attract greater numbers of individuals into health care related occupations. Increased knowledge about the scope and types of work available and the provision of better career information to high school and college students and returning workers needs to be addressed. If recruitment into health occupations programs remains low, then the pool of applicants will be affected. Some health care providers are developing programs to "grow their own work force."

A second area of employment skill needs identification addressed general skills required. Twenty-three skill areas were identified. This list can be found in Appendix E. These represent skills most often lacking in personnel and represent areas in which training needs to be emphasized. Four categories emerged as areas of greater need for training including management development, human relations/interpersonal relations, technical and professional skills, and basic skills.

TRAINING

All respondees indicated that they would utilize a variety of strategies to implement training programs including on-going development of in-house programs, entering into contractual arrangements with external agencies, encouraging employees to obtain training through external agencies and combining resources with other health care providers to develop joint programs. Some types of programs such as management development and patient relations are better done in-house since these programs need to be tailored to facility needs. Making better use of internships, cooperative education, and other types of work experience programs were also offered as alternatives.

The level of effort expended in the delivery of training programs varied greatly. Small facilities with limited or no dedicated training staff experience difficulty in obtaining cost effective and relevant training for new and existing employees. Those facilities with dedicated staff, even those with larger training staffs, experience frustration in being able to keep-up with employee training needs. The scope and diversity of programs needed often fall outside organizational capability. Eight of the facilities offer comprehensive programs which are documented in training schedules. At least two make training available to non-employees on a fee for service basis.

To encourage participation in training programs, some facilities have tied supervisor and employee training into the performance evaluation process. Some require a monthly commitment, others quarterly and others annually. Professional and certified staff must acquire CEU's to meet and retain licensure and certification requirements. In some facilities this is accomplished outside of the training department's survey, in others it is the sole function of the training department, and in others it is a coordinated effort. In the case of Home Health Care, national level training programs have been established. Of great concern in the District of Columbia is the mandated certification training for Nurse Assistants in long term care facilities. There are significant concerns regarding the delivery of the training and the certification process.

All facilities conduct in-house orientation for new employees. It should be noted that three of the respondees have unique needs in that they operate smaller residential and day treatment centers for the emotionally impaired, mentally retarded, homeless and other types of shelters. Within the District of Columbia there is a growing need for qualified professionals, technicians and paraprofessionals to handle the needs of these clients.

Some facilities have clearly made a significant commitment to the training effort and could serve as models for those facilities struggling with the reorganization of the HRD function or just beginning to address training needs. There was an expressed interest in seeing model facilities take a leadership role within the District of Columbia.

BENEFITS

Benefits that encourage participation in education and training programs were also addressed. There was a significant variation with respect to the type and scope of benefits available. These included prepaid tuition, tuition reimbursement including differential reimbursement for education in critical shortage areas, release time, time off with pay, shared time, flextime for those pursuing degrees of higher education, graduated tuition payment scales based on professional and technical level or by negotiated agreement, tuition reimbursement in non-occupation related education, and tuition and support payments in critical shortage areas in return for a commitment to the institution (one facility does not require a commitment for this benefit).

While the range of benefits is impressive, the benefits were under-utilized by those employed in lower level/non-professional, non-technical positions. Literacy and career development programs are typically not covered, though some facilities offer in-house programs in literacy development, GED preparation and career development free of charge to employees.

Some of the barriers to participation in training and utilizing the benefits included: lack of support services for single heads of households, lack of supervisory staff commitment, staffing issues (replacement personnel are hard to find when staff are involved in training activities), transportation, self-esteem, educational development levels, holding multiple jobs, childcare, lack of initial investment funds, limited career path information and in conjunction with this, limited vision with respect to the "pay-off", and lack of financial incentives upon completion of training, especially if training focused on the current position.

FUTURE STEPS

This section focused on how employment and training capabilities could be enhanced. Changes in policies and procedures, assistance offered by the Joint Venture, the involvement of education institutions and the impact of not addressing the critical needs were discussed.

Many of the respondees expressed interest in looking at policy changes that would increase employee participation in training. These included various types of incentive programs such as pay increments upon completion of training (obtaining new or advanced skills), extending tuition programs to paraprofessionals in those facilities without such a policy, emphasizing prepaid tuition as opposed to tuition reimbursement, tying supervisory performance appraisals to the extent to which employees participate in training, developing greater opportunities for on-site programs with support services, such as childcare, scheduling training during shift changes, establishing liberal leave policies, and developing staff replacement capacity to permit participation in training without a drop in service level. Most respondees agreed that innovative approaches would have to be taken. A commitment on the part of top management would also need to be made, both philosophically and monetarily.

All respondees acknowledged that they lacked information with respect to the availability of education and training opportunities available within the District of Columbia. It was recommended that a clearinghouse be established as a means of disseminating information to health care providers and employees.

Better work ethic/work maturity preparation was also cited as critical. Other recommendations include providing better information to students and returning workers about opportunities in health care, assisting education institutions to recruit students into health care programs, establishing stronger experiential programs such as internships, cops, OJT, and work-study. They also discussed the need for better in-house career development initiatives, literacy development programs and creating career branches and paths.

All expressed interest in learning how to better work with area education and training institutions. They also discussed the development of joint programs with other health care providers. Developing an on-going dialogue with education was another recommendation. A summary of services and programs is found in Appendix F.

Respondees stated that if the pool of qualified and available personnel is not sufficient there would be a resultant reduction in services and quality of care within the District of Columbia's health care facilities.

SUMMARY

PAVE and its partners extend sincere appreciation to all individuals who agreed to participate in the interview survey. The time was well spent and the level of interest in taking action on the basis of these results is high.

This report has attempted to capture the essence of the surveys. While each facility has its unique needs and characteristics, there were more similarities than differences expressed with respect to employment and training needs. It is hoped, that, as a result of the Joint Venture, many of these needs will be met and new partnerships will be developed on an on-going basis to address the continually changing needs of the health care industry.

ATTACHMENT F

EDUCATION PARTNERS

EDUCATION PARTNERS
Health Care Occupations Joint Venture

ORGANIZATION REPRESENTED	NAME	TITLE	ADDRESS / TELEPHONE NUMBER
American University	Dr. Robert Norris	Vice Provost for University Programs	Presidential Building 4400 Massachusetts Avenue, N.W. Washington, DC 20016 885-2398
- Office of Continuing Studies	Dr. Richard Roughton	Director	Nebraska Hall, 1st Floor 885-3900
- Biology Department	Dr. David C. Culver	Chair	Hurst Hall 885-2176
Catholic University	Sister Rosemary Donley, Ph.D.	Executive Vice President	Room 116, McMahan Hall 620 Michigan Avenue, N.E. Washington, DC 20064 319-5252
	Monsignor John Wippel	Academic V. Pres.	319-5244
- School of Nursing	Ms. Carol Knowlton	Assistant Dean of Student Affairs	319-6457
D.C. Public Schools			
- Adult & Community Education Branch	Ms. Hazel Showell	Director	601 15th Street, N.E. Washington, DC 20002 724-4211
	Dr. David White	Director, Accounting Info.	724-4208
- Secondary Education	Dr. Thomas Harper or Mr. Tony Nicholson	Assistant Superintendent Special Assistant	415 12th Street, N.W., Rm. 805 Washington, DC 20004 724-4099
- Vocational & Adult Education	Dr. Cynthia Bell	Director	Browne Administrative Unit 26th Street & Benning Rd., N.E. Washington, DC 20002 724-4178

EDUCATION PARTNERS
Health Care Occupations Joint Venture
Page 2

ORGANIZATION REPRESENTED	NAME	TITLE	ADDRESS / TELEPHONE NUMBER
D.C. Public Schools (con't)			
- M.M. Washington	Ms. Alethia Spraggins	Principal	27 "O" Street, N.W. Washington, DC 20001 673-7224
	Ms. Tommy Moore	Counselor	
	Ms. Edna Mills	Media, C.B.C. Chair	
Gallaudet University			800 Florida Avenue, N.E. Washington, DC 20002 651-5000
George Washington University	Dr. Brunetta Wolfman	Assoc. V. Pres. for Academic Affairs	2121 I Street, N.W., Suite 503 Washington, DC 20052 994-4950
- Health Sciences	Mr. Paul Tschudi Representing Jarrett M. Wise	Admin. of Undergraduate Health Science Program	2300 I Street, N.W. Washington, DC 20037 994-2708
Georgetown University	Reverend J. Donald Freeze, S.J.	Provost	37th & "O" Street, N.W. Washington, DC 20007 687-6400
- Health Sciences	Dr. John Griffith	Exec. Vice Pres. for Health Sciences & Director of the Georgetown Medical Center	The Georgetown Medical Center CCC Building, Podium Level 3800 Reservoir Rd., N.W. Washington, DC 20007 687-4600
- Summer & Cont. Ed.	Dr. Michael Collins	Dean	Georgetown University Room 306, ICC Washington, DC 20007 687-5005

EDUCATION PARTNERS

Health Care Occupations Joint Venture

ORGANIZATION REPRESENTED	NAME	TITLE	ADDRESS / TELEPHONE NUMBER
Howard University	Dr. Angela Ferguson	Exec. Assistant to the V. Pres. Health Affairs	2400 6th Street, N.W. Washington, DC 20059 636-7471
	Ms. Linda K. Banks	Coor. of Education & Training, Howard University Hospital	2041 Georgia Ave., N.W. Washington, DC 20060 865-6663
- School of Continuing Education	Dr. Eleanor Franklin	Dean	2397 6th St., N.W. Washington, DC 20059 636-7277 or 636-6346
University of District of Columbia	Dr. Monet Daniels	Asst. to Provost/ V. Pres. Academic Affairs	Building 39, Room 301 4200 Connecticut Avenue, N.W. Washington, DC 20008 282-3080
- College of Life Sciences	Dr. Ronald Field	Dean	Building 44, Room 103 282-7385
External Evaluator			
- R.G. Wasdyke & Assoc.	Dr. Raymond G. Wasdyke	President	619 Severn Ave., Suite#203 Annapolis, MD 21403 301-263-4943
PAVE Staff	Mr. Dean Griffin	President	208 N. Washington St. 2nd Floor Alexandria, VA 22314
	Ms. Julie R. Craichy	Asst. to Pres.	683-0547

ATTACHMENT G

SURVEY OF EDUCATION SERVICES

HEALTH CARE TRAINING PROVIDERS

PAVE
The Education and Training Foundation
Creating Private Sector — Education Partnerships

Last update ____________________ ID. #____________________

Health Care Occupations Joint Venture
Education Partners

SURVEY OF EDUCATION, TRAINING AND SERVICES

Directions: We need your help so that we may know what programs you will offer to participants in the Health Care Joint Venture. Please complete the information below for each program area or specialized offering that relates to the Occupational and General Skills Education and Training needs listed on page 2. You may copy additional reporting sheets as needed.

Part I

Name of Education Institution ________________________________

Address ________________________

____

____

Name of Primary contact ________________________________

Title ________________________

Telephone number ________________________

Part I A

Comments regarding delivery of institutional programs for Health Care related occupations. ________________________________

____

____

HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

PRIORITIES FOR THE DISTRICT OF COLUMBIA

MEDICAL SERVICES

DOT CODE	TITLE
719 261 010	Biomedical Equipment Technician
245 362 010	Medical Record Clerk
079 367 014	Medical Record Technician
	--Medical Record Administrator
078 381 014	Medical Laboratory Technician
078 361 014	Medical Technologist
078 261 014	Medical Technologist, Bacteriology (Allergenic Technologist)
078 361 010	Medical Technologist, Chemistry
203 582 058	Medical Transcriber
075 374 010	Nurse, Registered
079 374 014	Nurse, Licensed Practical
355 674 026	Geriatric Nurse Assistant
355 674 014	Nurse, Assistant
076 121 010	Occupational Therapist
076 364 010	Occupational Therapy Assistant
712 661 010	Orthopedic Assistant
076 121 014	Physical Therapist
076 224 010	Physical Therapist Assistant
078 361 026	Radiologic Technologist
	--Magnetic Resonance Imager
	--Computer Assisted Tomographer
078 361 034	Radiation Therapy Technologist
076 124 014	Recreational Therapist
NOT AVAILABLE	Recreational Therapist Assistant
079 361 010	Respiratory Therapist
NOT AVAILABLE	Respiratory Therapy Technician
078 364 010	Ultrasound Technologist

HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

PRIORITIES FOR THE DISTRICT OF COLUMBIA

(continued)

SUPPORT SERVICES

DOT CODE	TITLE
321 137 010	Housekeeper (Environmental Technician)
638 281 014	Maintenance Mechanics
899 381 010	Maintenance Repairer, Building
637 261 014	Environmental Control System Installer-Servicer
355 677 010	Food-Service Worker, Hospital

RELATED TRAINING

-- Basic Education Skills
-- Computer Literacy
-- Human Relations/Interpersonal Skills
-- Management/Team Building

0817902m

Part II

Educational programs offered as related to those listed.

Name of program ______________________

Name of contact personnel ______________________

Title ______________________

Institution ______________________

Address ______________________

____

____

Telephone number ______________________

Level of preparation (certificates, licenses, CEU's. AA/AS, BA/BS, MA/MS, other) ______________________

Prerequisites/Entry criteria ______________________

____

Number of students currently enrolled by level of preparation

____

Number of students completing program of study as of June 1990

____

Cost of entire program ______________________

Length of program ______________________

Beginning dates ______________________

Ending dates ______________________

(Please duplicate as many as needed)

Part III

Support services provided (reentry, career assessment, counseling, support groups, etc.

Name of service ______________________________

Name of contact personnel ____________________

Title ___________________________________

Address _________________________________

____

Telephone number _______________________

Criteria for entry ____

Target population ____

Brief description ____

____

____

(Please duplicate as many as needed)

PAVE - HCJV Training Programs by Providers

Program	Provider
COMPUTER LITERACY	ARMSTRONG ADULT EDUCATION CENTER
MAINTENANCE REPAIRER, BUILDING	ARMSTRONG ADULT EDUCATION CENTER
MAINTENANCE MECHANICS	ARMSTRONG ADULT EDUCATION CENTER
LIFE SKILLS SEMINAR	ARMSTRONG ADULT EDUCATION CENTER
TYPEWRITING, INT.	ARMSTRONG ADULT EDUCATION CENTER
TYPEWRITING, BEG.	ARMSTRONG ADULT EDUCATION CENTER
SECRETARIAL SKILLS	ARMSTRONG ADULT EDUCATION CENTER
WORD PROCESSING-WORD PERFECT	ARMSTRONG ADULT EDUCATION CENTER
WORD PROCESSING-WORDSTAR	ARMSTRONG ADULT EDUCATION CENTER
COMPUTER APPLICATIONS-LOTUS	ARMSTRONG ADULT EDUCATION CENTER
COMPUTER APPLICATIONS-LOTUS	ARMSTRONG ADULT EDUCATION CENTER
COMPUTER LITERACY	ARMSTRONG ADULT EDUCATION CENTER
GED PREPARATION	AIM
GED PREPARATION	ACADEMY OF HOPE
COMPUTER APPLICATIONS-LOTUS	AMERICAN UNIVERSITY
COMPUTER LITERACY	AMERICAN UNIVERSITY
COMPUTER APPLICATIONS-LOTUS	BURDICK ADULT EDUCATION EVENING CENTER
COMPUTER APPLICATIONS-LOTUS	BELL ADULT EDUCATION EVENING CENTER
ENGLISH 2ND LANG.	BURDICK ADULT EDUCATION EVENING CENTER
ENGLISH 2ND LANG.	BELL ADULT EDUCATION EVENING CENTER
OFFICE CLERICAL TRNG.	BURDICK ADULT EDUCATION EVENING CENTER
OFFICE CLERICAL TRNG.	BELL ADULT EDUCATION EVENING CENTER
TYPEWRITING	BURDICK ADULT EDUCATION EVENING CENTER
TYPEWRITING	BELL ADULT EDUCATION EVENING CENTER
WORD PROCESSING	BURDICK ADULT EDUCATION EVENING CENTER
WORD PROCESSING	BELL ADULT EDUCATION EVENING CENTER
WORD PROCESSING	BURDICK ADULT EDUCATION EVENING CENTER
WORD PROCESSING	BELL ADULT EDUCATION EVENING CENTER

Program	Provider
GED PREPARATION	BURDICK ADULT EDUCATION EVENING CENTER
GED PREPARATION	BELL ADULT EDUCATION EVENING CENTER
GED PREPARATION	BURDICK ADULT EDUCATION EVENING CENTER
GED PREPARATION	BELL ADULT EDUCATION EVENING CENTER
TYPEWRITING	BUNKER HILL COMMUNITY SCHOOL
DRIVER	BUNKER HILL COMMUNITY SCHOOL
COMPUTER LITERACY	BUNKER HILL COMMUNITY SCHOOL
GED PREPARATION	BUNKER HILL COMMUNITY SCHOOL
BIOMEDICAL EQUIP TECHNICIAN	BRUCE-MONROE COMMUNITY SCHOOL
GED PREPARATION	BRUCE-MONROE COMMUNITY SCHOOL
ADULT BASIC EDUCATION	BRUCE-MONROE COMMUNITY SCHOOL
COMPUTER APPLICATIONS-LOTUS	CHAMBERLAIN ADULT EDUCATION EVENING
OFFICE CLERICAL TRNG.	CHAMBERLAIN ADULT EDUCATION EVENING
TYPEWRITING	CHAMBERLAIN ADULT EDUCATION EVENING
GED PREPARATION	CENTER FOR YOUTH SERVICES
GED PREPARATION	COMMUNITY GED SCHOOL-UNIVERSITY OF DC
MEDICAL TECHNOLOGIST	CATHOLIC UNIVERSITY OF AMERICA
COMPUTER LITERACY	CATHOLIC UNIVERSITY OF AMERICA
NURSE, REGISTERED	CATHOLIC UNIVERSITY OF AMERICA
DIETARY SERVICE WORKER	DC TUTORS
GED PREPARATION	DC TUTORS
MAINTENANCE REPAIRER, BUILDING	DC APPRENTICESHIP PROGRAM
MAINTENANCE REPAIRER, BUILDING	DC APPRENTICESHIP PROGRAM
GED PREPARATION	DC STREET ACADEMY
COMPUTER LITERACY	FORT LINCOLN COMMUNITY SCHOOL
GED PREPARATION	FORT LINCOLN COMMUNITY SCHOOL
GED PREPARATION	FORT LINCOLN COMMUNITY SCHOOL

Program	Provider
ADULT BASIC EDUCATION	FORT LINCOLN COMMUNITY SCHOOL
ENGLISH 2ND LANG.	FRANCIS JUNIOR HIGH SCHOOL
GED PREPARATION	GORDON ADULT EDUCATION CENTER
SECRETARIAL SKILLS	GORDON ADULT EDUCATION CENTER
ENGLISH 2ND LANG.	GORDON ADULT EDUCATION CENTER
ADULT BASIC EDUCATION	GORDON ADULT EDUCATION CENTER
WORD PROCESSING	GORDON ADULT EDUCATION CENTER
OFFICE CLERICAL TRNG.	GORDON ADULT EDUCATION CENTER
FOOD PREPARER	GORDON ADULT EDUCATION CENTER
GED PREPARATION	G. WASHINGTON UNIVERSITY READING CENTER
NURSE, REGISTERED	GEORGETOWN UNIVERSITY
MEDICAL TECHNOLOGIST	GEORGE WASHINGTON UNIVERSITY
MEDICAL LAB TECHNICIAN	GEORGE WASHINGTON UNIVERSITY
MEDICAL RECORD TECHNICIAN	GEORGE WASHINGTON UNIVERSITY
RADIOLOGIC TECHNOLOGIST	GEORGE WASHINGTON UNIVERSITY
RADIATION THERAPY TECHNOLOGIST	GEORGE WASHINGTON UNIVERSITY
RADIOLOGIC TECHNOLOGIST	GEORGE WASHINGTON UNIVERSITY
RADIOLOGIC TECHNOLOGIST	GEORGE WASHINGTON UNIVERSITY
NURSE, REGISTERED	HOWARD UNIVERSITY
COMPUTER LITERACY	HOWARD UNIVERSITY
PHYSICAL THERAPIST	HOWARD UNIVERSITY
MEDICAL TECHNOLOGIST	HOWARD UNIVERSITY
OCCUPATIONAL THERAPIST	HOWARD UNIVERSITY
RADIOLOGIC TECHNOLOGIST	HOWARD UNIVERSITY
GED PREPARATION	IDEAL LEARNING CENTER
GED PREPARATION	LOGAN SCHOOL - BLIND & VISUALLY IMPAIRED
EXTERNAL HS DIPLOMA	LENNOX ADULT EDUCATION CENTER

Aug 29 1991 · PAVE - HCJV Training Programs by Providers

Program	Provider
TYPEWRITING	LENNOX ADULT EDUCATION CENTER
WORD PROCESSING	LENNOX ADULT EDUCATION CENTER
GED PREPARATION	LENNOX ADULT EDUCATION CENTER
GED PREPARATION	LANGUAGE AT WORK
ENGLISH 2ND LANG.	LATIN AMERICAN YOUTH CENTER
NURSE OCCUPACTIONS TECH	MM WASHINGTON CAREER CENTER
NURSE OCCUPACTIONS TECH	MM WASHINGTON CAREER CENTER
MEDICAL TRANSCRIPTION	MM WASHINGTON CAREER CENTER
NURSE OCCUPACTIONS TECH	MM WASHINGTON CAREER CENTER
PHYSICAL THERAPY ASSISTANT	MM WASHINGTON CAREER CENTER
NURSE, LICENSED PRACTICAL	MM WASHINGTON CAREER CENTER
NURSE ASSISTANT	MM WASHINGTON CAREER CENTER
MEDICAL TRANSCRIBER	MM WASHINGTON CAREER CENTER
MEDICAL RECORD CLERK	MM WASHINGTON CAREER CENTER
COMPUTER LITERACY	MM WASHINGTON CAREER CENTER
ADULT BASIC EDUCATION	MULTICULTURAL CAREER INTERN PROGRAM
GED PREPARATION	MARIE REED COMMUNITY SCHOOL
MAINTENANCE REPAIRER, BUILDING	PHELPS ADULT EDUCATION EVENING CENTER
GED PREPARATION	PHELPS ADULT EDUCATION EVENING CENTER
GED PREPARATION	PLAN
TBE	PAVE
GED PREPARATION	ROOSEVELT ADULT EDUCATION EVENING CENTER
LIFE SKILLS SEMINAR	ROOSEVELT ADULT EDUCATION EVENING CENTER
OFFICE CLERICAL TRNG.	ROOSEVELT ADULT EDUCATION EVENING CENTER
TYPEWRITING	ROOSEVELT ADULT EDUCATION EVENING CENTER
GED PREPARATION	RIVER TERRACE COMMUNITY SCHOOL
COMPUTER LITERACY	RIVER TERRACE COMMUNITY SCHOOL

Aug 29 1991 PAVE - HCJV Training Programs by Providers

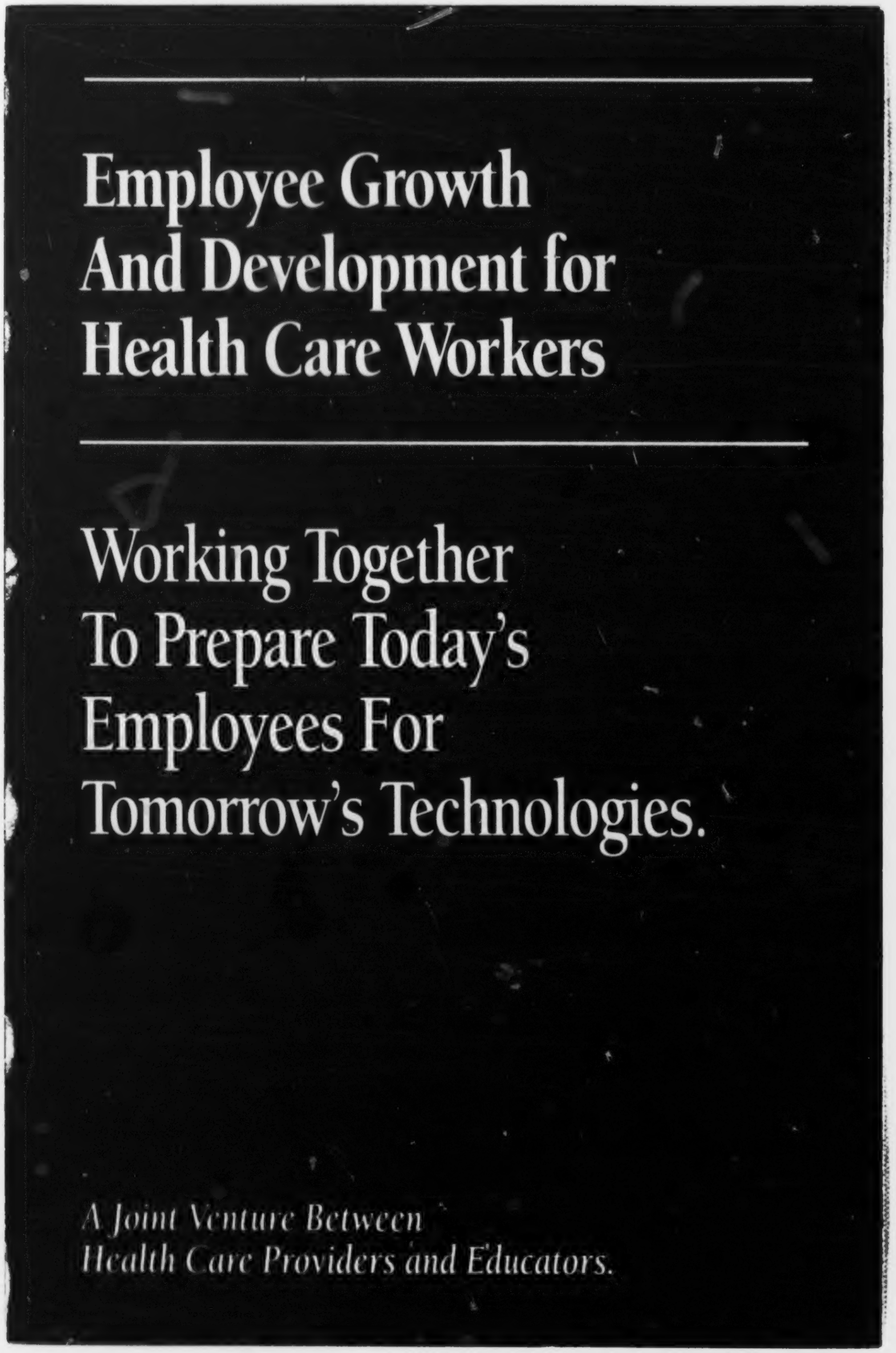
Program	Provider
ADULT BASIC EDUCATION	RIVER TERRACE COMMUNITY SCHOOL
WORD PROCESSING	SOCIAL EDUCATIONAL RESEARCH DEVELOPMENT
GED PREPARATION	SHAW COMMUNITY SCHOOL
TYPEWRITING	SHAW COMMUNITY SCHOOL
COMPUTER LITERACY	SHAW COMMUNITY SCHOOL
COMPUTER LITERACY	SOUTHEASTERN UNIVERSITY
GED PREPARATION	TAKOMA COMMUNITY SCHOOL
TYPEWRITING	TAKOMA COMMUNITY SCHOOL
WORD PROCESSING	US DEPT OF AGRICULTURE GRADUATE SCHOOL
WORD PROCESSING	US DEPT OF AGRICULTURE GRADUATE SCHOOL
COMPUTER APPLICATIONS-LOTUS	US DEPT OF AGRICULTURE GRADUATE SCHOOL
NURSE, LICENSED PRACTICAL	UNIVERSITY OF THE DISTRICT OF COLUMBIA
HEAT/AIR SYS. INSTALL/SER.	UNIVERSITY OF THE DISTRICT OF COLUMBIA
RESPIRATORY THERAPIST	UNIVERSITY OF THE DISTRICT OF COLUMBIA
COMPUTER LITERACY	UNIVERSITY OF THE DISTRICT OF COLUMBIA
MEDICAL LAB TECHNICIAN	UNIVERSITY OF THE DISTRICT OF COLUMBIA
NURSE, REGISTERED	UNIVERSITY OF THE DISTRICT OF COLUMBIA
RADIOLOGIC TECHNOLOGIST	UNIVERSITY OF THE DISTRICT OF COLUMBIA
ENGLISH 2ND LANG.	UNIVERSITY OF THE DISTRICT OF COLUMBIA
MAINTENANCE MECHANICS	UNIVERSITY OF THE DISTRICT OF COLUMBIA
MEDICAL TECHNOLOGIST	UNIVERSITY OF THE DISTRICT OF COLUMBIA
NURSE, REGISTERED	UNIVERSITY OF THE DISTRICT OF COLUMBIA
RADIOLOGIC TECHNOLOGIST	UNIVERSITY OF THE DISTRICT OF COLUMBIA
RADIOLOGIC TECHNOLOGIST	UNIVERSITY OF THE DISTRICT OF COLUMBIA
RECREATIONAL THERAPIST	UNIVERSITY OF THE DISTRICT OF COLUMBIA
RECREATIONAL THERAPIST	UNIVERSITY OF THE DISTRICT OF COLUMBIA
FOOD PREPARER	UNIVERSITY OF THE DISTRICT OF COLUMBIA

Aug 29 1991 PAVE - HCJV Training Programs by Providers

Program	Provider
FILING & RECORD MGMT.	WASHINGTON URBAN LEAGUE
ADULT BASIC EDUCATION	WASHINGTON URBAN LEAGUE
GED PREPARATION	WASHINGTON HIGHLAND COMMUNITY SCHOOL
SECRETARIAL SKILLS	WASHINGTON HIGHLAND COMMUNITY SCHOOL
COMPUTER LITERACY	WASHINGTON HIGHLAND COMMUNITY SCHOOL
ADULT BASIC EDUCATION	WASHINGTON HIGHLAND COMMUNITY SCHOOL
SECRETARIAL SKILLS	WINSTON COMMUNITY SCHOOL
COMPUTER LITERACY	WINSTON COMMUNITY SCHOOL
ADULT BASIC EDUCATION	WINSTON COMMUNITY SCHOOL
PHLEBOTOMY TECHNOLOGY	WASHINGTON HOSPITAL CENTER
PHLEBOTOMY TECHNOLOGY	WASHINGTON HOSPITAL CENTER
MEDICAL TECHNOLOGIST	WASHINGTON HOSPITAL CENTER
MEDICAL TECHNOLOGIST	WASHINGTON HOSPITAL CENTER

ATTACHMENT H

RECRUITMENT FLYERS



Employee Growth And Development for Health Care Workers

Working Together To Prepare Today's Employees For Tomorrow's Technologies.

A Joint Venture Between
Health Care Providers and Educators.

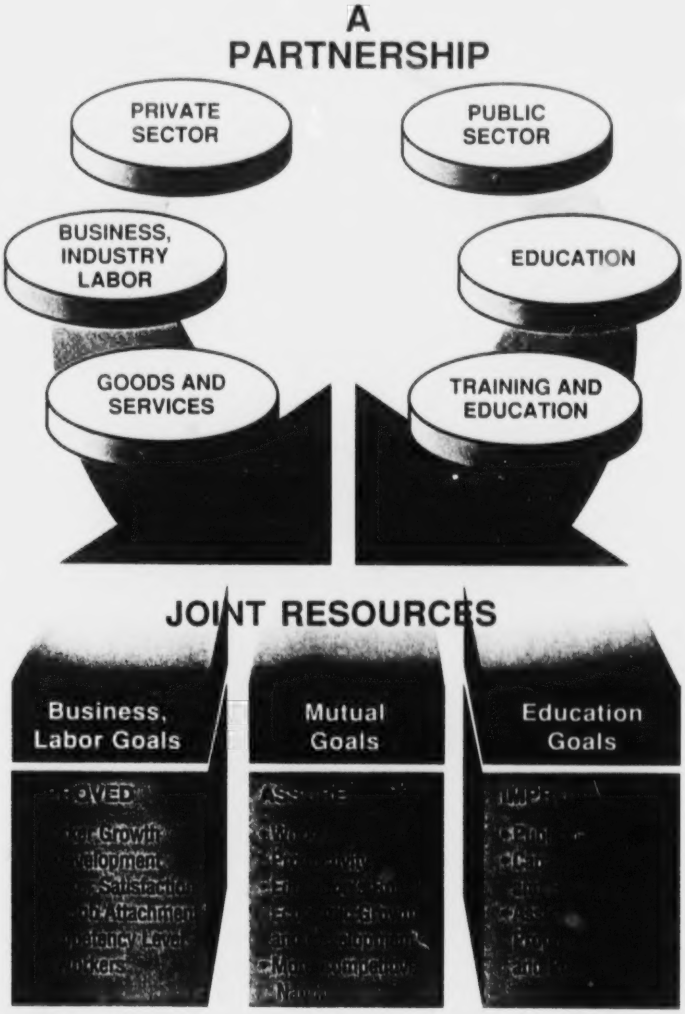
how we care for our sick, elderly and injured is a major focus for the American public. Increasingly health care empoyers are faced with the challenges of

- rapid growth in technology
- higher level of required skills
- increased demands for qualified health workers
- high employee turnover rates

The Employee Growth and Development Joint Venture provides a unique opportunity to improve the quality of health care training and education available to employees, and at the same time meets a critical need to secure new skilled workers trained in the most up-to-date technologies.

Right now, a coalition of health care providers is joining forces with District of Columbia public schools and universities to identify training programs that meet today's health care needs.

The Joint Venture Partnership Concept


A PARTNERSHIP
PRIVATE SECTOR
PUBLIC SECTOR
BUSINESS, INDUSTRY LABOR
EDUCATION
GOODS AND SERVICES
TRAINING AND EDUCATION
JOINT RESOURCES
Business, Labor Goals
Mutual Goals
Education Goals

A dynamic partnership supplying on-target health care education and training.

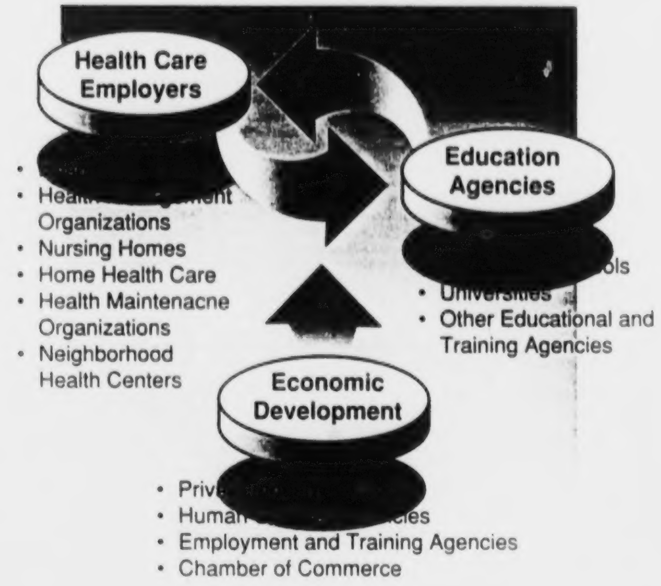
What is the Employee Growth and Development Joint Venture?

It's a partnership for training where:

- A steering team of health care business and education leaders guide the joint venture
- Health care providers identify their specific skills training needs
- Educational agencies provide training at on- and off-site locations
- Current and potential employees participate in training and retraining programs

---

The Joint Venture Partners



Health Care Employers

- [illegible]
- Hea[illegible]ent Organizations
- Nursing Homes
- Home Health Care
- Health Maintenacne Organizations
- Neighborhood Health Centers

Education Agencies

- [illegible]ols
- Universities
- Other Educational and Training Agencies

Economic Development

- Priv[illegible]
- Human [illegible]cies
- Employment and Training Agencies
- Chamber of Commerce

The Result: Workers ready to face the challenges of today's dynamic health care industry.

Imagine The Benefits To You —

- Enhanced education and training programs relevant to your needs
- Opportunities to communicate with educational agencies about your employment requirements
- The ability to tap a dependable recruitment source
- Evaluation of employees' education, skills and abilities.

The Employee Growth and Development Joint Venture is managed on behalf of the coalition partners by PAVE. PAVE is a non-profit organization established to create partnerships and to enable educational systems to focus on economic development.

Learn how to enroll your employees in education and training programs through the joint venture.

Call the Health Care Training Hotline,

703-836-2621

Did you know . . .

that the service industry is the second largest employer in the metropolitan area? By the year 2010, more than 131,000 new health care workers will be needed — workers trained in the latest medical technologies.

If you are employed in the health industry and are looking to enhance your skills, or if you are interested in beginning a career in this rewarding field, the Employee Growth and Development Joint Venture is just what you need to get started!

PAVE
The Education and Training Foundation
208 North Washington Street
2nd Floor
Alexandria, Virginia 22314

Beginning A Career In The Health Care Industry?

Looking To Enhance Your Present Skills?

Now There's An Exciting New Way To Get Started!

The Employee
Growth And
Development
Joint Venture

A Program For
Health Care Training

The Employee Growth and Development Joint Venture was designed by the District of Columbia's leading health care employers and educational agencies to assist you in entering training programs that provide you with an opportunity to learn and grow.

Through the joint venture, you can

- **enroll** in health care education and training programs
- **learn** new skills or enhance present capabilities
- **obtain** the practical expertise that employers are looking for
- **experience** on-the-job training at area health care and research facilities
- **increase** your skills potential
- **assess** your interests, values and abilities for a career in health care

Area health care employers have identified the most critical skills needed to meet the demands of this dynamic industry, focusing on technology, science, computers and basic educational skills.

Whether you are presently employed in a health care facility, are preparing to complete your high school education, or if you just have a desire to work in an industry that can benefit both you and the public, we've got programs that will help you:

Explore: New opportunities for professional growth

Learn: The latest in medical technologies

Enjoy: Job satisfaction and higher wages

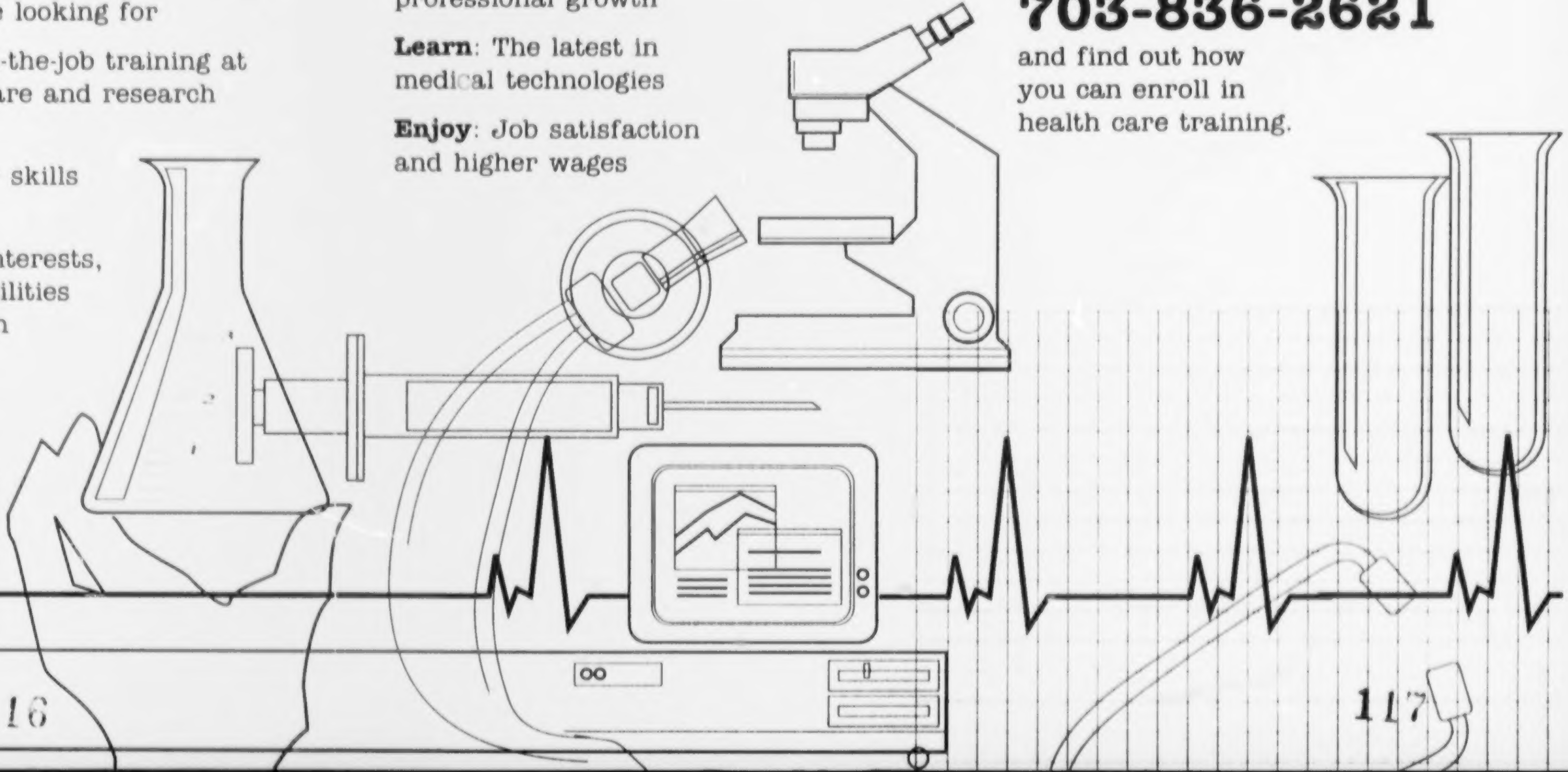
The Education and Training Programs are offered through a coordinated effort by health care employers, District of Columbia public schools, universities, and is managed by:

PAVE
The Education & Training Foundation
208 N. Washington Street, 2nd Floor
Alexandria, Virginia 22314

Learn the skills that will help you get ahead in this exciting industry.
Call our hotline today at

703-836-2621

and find out how you can enroll in health care training.



• The Health Care Training Joint Venture is 75% funded by a $383,349 grant from the United States Department of Education. Industry and Education contribute the remaining funds.

MEDICAL TRANSCRIPTION TECHNOLOGIES

The Medical Transcription Technologies course is an exciting program designed to give you training in Business Medical Technologies and satisfies employment requirements in the Business Medical profession. Classroom training by qualified instructors will give you an opportunity to begin a new career. Graduates will receive a certificate and assistance with finding employment.

PLACE: **M. M. Washington Career High School**
27 O Street, NW
Washington, DC 20001

DAYS: **Monday and Wednesday**

TIMES: **3:30-6:30 PM**

DATES: **Beginning March 11, 1991**

LENGTH: **12 weeks**

COST: **No Tuition**
Lab Fees ($25)
Fees are required on first day of class.

REGISTRATION: **Call Health Care Training Hotline**
703-836-2621

REQUIREMENTS: Participants will need a 3 ring 2" binder, pencils or pens and stenographers notebook.

• The Health Care Training Joint Venture is 75% funded by a $363,349 grant from the United States Department of Education. Industry and Education contribute the remaining funds.

PAVE
The Education and Training Foundation
208 North Washington Street
Alexandria, Virginia 22314
703-836-2621

PHLEBOTOMY TRAINING COURSE

The Phlebotomy Training Course, offered at the Washington Hospital Center, is an opportunity to enter an exciting field in professional health care. You will be doing clinical work starting the second week of class, and upon graduation from the seven week course, you will be eligible to take the certifying exam from the American Society of Phlebotomy Technicians. The course instructor is a professional phlebotomist at the Washington Hospital Center with extensive training and clinical experience.

Place: Washington Hospital Center
110 Irving Street, NW
Washington, DC

Dates: May 16, 23 and 30 (Lectures)

Time: 4:30 pm - 7:30 pm

Clinical Training: Three 8 hours shifts per week for 6 weeks beginning May 20.
Times to be arranged with Instructor.

Registration: Call Health Care Training Hotline
703-836-2621

Cost: No Tuition, Fees Only
$75.00: Books and Lab Fees (Due First Class)
$77.00: Liability Insurance (Due First Class)

Requirements: Students must be high school graduates. Students must show proof of physical exam within last six months, including TB test. Students must be comfortable meeting and greeting the public. Students must be dressed professionally in white nursing uniform with white shoes, or white lab coat or professional attire with white shoes. No jeans, no large jewelry, and no excessive makeup. Students should bring a watch and pen to the first class.

• The Health Care Training Joint Venture is 75% funded by a $383,349 grant from the United States Department of Education. Industry and Education contribute the remaining funds.

PAVE
The Education and Training Foundation
208 North Washington Street
2nd Floor
Alexandria, Virginia 22314

PHLEBOTOMY TRAINING COURSE

The Phlebotomy Training Course, offered at the Washington Hospital Center, is an opportunity to enter an exciting field in professional health care. You will be doing clinical work starting the second week of class, and upon graduation from the seven week course, you will be eligible to take the certifying exam from the American Society of Phlebotomy Technicians. The course instructor is a professional phlebotomist at the Washington Hospital Center with extensive training and clinical experience.

Place: Washington Hospital Center
110 Irving Street, NW
Washington, DC

Dates: June 13, 20 and 27 (Lectures)

Time: 4:30 pm - 7:30 pm

Clinical Training: Three 8 hours shifts per week for 6 weeks beginning June 17.
Times to be arranged with Instructor.

Registration: Call Health Care Training Hotline
703-836-2621

Cost: No Tuition, Fees Only
$75.00: Books and Lab Fees (Due First Class)
$77.00: Liability Insurance (Due First Class)

Requirements: Students must be high school graduates. Students must show proof of physical exam within last six months, including TB test. Students must be comfortable meeting and greeting the public. Students must be dressed professionally in white nursing uniform with white shoes, or white lab coat or professional attire with white shoes. No jeans, no large jewelry, and no excessive makeup. Students should bring a watch and pen to the first class.

PAVE, The Education & Training Foundation
208 North Washington Street, Second Floor
Alexandria, Virginia 22314

The Health Care Training Joint Venture
is 75% funded by a $383,340 grant from
the US Department of Education. Industry
and Education contribute the remaining funds.

NURSING OCCUPATIONS TECHNOLOGIES

The Nursing Occupations Technologies course is an exciting training program designed to give you training in Nursing Technologies and satisfies employment requirements in the Nursing profession. A combination of classroom and on-the-job training by qualified instructors will give you an opportunity to begin a new career. Graduates will receive a certificate, assistance with finding employment, and be certified in CPR.

PLACE: **M. M. Washington Career Center**
27 O Street, NW
Washington, DC 20001

DAYS: Monday, Tuesday, Wednesday

TIMES: 3:30-6:30 PM

DATES: Beginning March 4, 1991

LENGTH: 14 weeks

COST: No Tuition
Participants Pay for Books ($23) and Lab Fees ($53)
Fees are required on first day of class.

REGISTRATION: Call Health Care Training Hotline
703-836-2621

REQUIREMENTS: By the fourth week of class, participants will be on-the-job and must wear nursing uniforms. (Men: Blue Top, White Pants and White Shoes. Women: White Uniform, White Hose, White Shoes and Blue Apron.) The cost of the blue top and blue apron is included in the lab fee. Participants must also have watches with second hands or a digital watch that indicates seconds. A physical exam will be neccessary prior to training on-the-job.

PAVE
The Education and Training Foundation
208 North Washington Street
Alexandria, Virginia 22314
703-836-2621

NURSING OCCUPATIONS TECHNOLOGIES

The Nursing Occupations Technologies course is an exciting training program designed to give you training in Nursing Technologies and satisfies employment requirements in the Nursing profession. A combination of classroom and on-the-job training by qualified instructors will give you an opportunity to begin a new career. Graduates will receive a certificate, assistance with finding employment, and be certified in CPR.

PLACE: **M. M. Washington Career School**
27 O Street, NW
Washington, DC 20001

DAYS: **Monday, Tuesday, Wednesday**

TIMES: **3:30 - 7:00 PM**

DATES: **Beginning April 22, 1991**

LENGTH: **12 Weeks**

COST: **No Tuition**
Participants Pay for Books ($23) and Lab Fees ($62)
Fees are required on first day of class.

REGISTRATION: **Call Health Care Training Hotline**
703-836-2621

REQUIREMENTS: By the fourth week of class, participants will be on-the-job and must wear nursing uniforms. (Men: Blue Top, White Pants and White Shoes. Women: White Uniform, White Hose, White Shoes and Blue Apron.) The cost of the blue top and blue apron is included in the lab fee. Participants must also have watches with second hands or a digital watch that indicates seconds. A physical exam will be necessary prior to training on-the-job.

PAVE
The Education and Training Foundation
208 North Washington Street
Alexandria, Virginia 22314

*The Health Care Training Joint Venture is 75% funded by a $383,349 grant from the United States Department of Education. Industry and Education contribute the remaining funds.

ATTACHMENT I

CLASS OBSERVATION SHEET

PAVE
THE EDUCATION AND TRAINING FOUNDATION

BUSINESS EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

CLASS OBSERVATION SHEET

Observer:____

Date:______________________ Class:______________________

Number Enrolled:______________ Number in Attendance:______________

Instructor:____

TIME

*Class began promptly:

INSTRUCTOR

*Attends to subject matter:
*Comfortable with subject:
*Relates well with class:
*Holding interest of students:

CONDUCT OF CLASS

*Class participation:
*Questions to class:
*Questions from class:
*Group discussions:
*Special attention devices (visuals):

OVERALL IMPRESSION OF THIS CLASS SESSION:

PAVE, THE EDUCATION AND TRAINING FOUNDATION
&
WASHINGTON HOSPITAL CENTER LABORATORY
PHLEBOTOMY/ACCESSIONING TRAINING COURSE

Name:______________________________ Social Security Number:________________

Address:____

Telephone: (Day)____________________________ (Evening)________________

EDUCATION

	Location	Graduated
High School		
College		
Training Program		

WORK EXPERIENCE

Name and Address of Employer	Dates
1.	
2.	
3.	

REFERENCES OF NON-RELATIVES WHO KNOW YOU WELL

1.
2.
3.

PERSONAL INTERESTS

1.
2.
3.

Return Form To:

Diane Clark
Laboratory, Washington Hospital Center
110 Irving Street, NW
Washington, DC 20010-2975

ATTACHMENT J

GRADUATION CEREMONIES

NE MONROE ST
NE 12 ST
BREAD & ROSES
TAILORS
CLEANERS
FLORIST

You are cordially invited to attend

the Phlebotomy Graduation Ceremony

DATE: *Thursday, August 8, 1991*

TIME: *7:00 p.m.*

PLACE: *Laboratory Conference Room*
Washington Hospital Center
110 Irving Street, N.W.
Washington, DC 20010

R.S.V.P. *202-877-5204 by August 5, 1991*

MARGARET MURRY WASHINGTON
CAREER HIGH SCHOOL

27 O Street, NW, Washington, DC

NURSING ASSISTING TECHNOLOGY/NURSING ASSISTING

GRADUATION CEREMONY

Friday, June 28, 1991
5:00 PM

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

PAVE, The Education & Training Foundation
208 North Washington Street, Second Floor
Alexandria, VA 22314

The Health Care Training Joint Venture is 75% funded by a $[illegible] grant from the US Department of Education. Industry and Education contribute the remaining funds.

Margaret Murray Washington Career High School
Graduation Ceremony
June 28, 1991

PROGRAM

Processional	
Mistress of Ceremony	Sandra Piper
Welcome	Phyllis Lawson
Song	Cynthia Kearney
Introduction of Speaker	Theadora Mace
Speaker	Dean Griffin
Song	Tanya Edwards
Presentation of Graduates	Gloria Armstrong Constance Pendergrass Sandra Foster
Oath	Graduates Led By Penny Jefferson
Special Awards	Alethia Spraggins Principal
Remarks	Alberta Brassfield J. B. Johnson Nursing Facility Shirley Mines Director of Health Occupations
Closing	

MARGARET MURRY WASHINGTON CAREER HIGH SCHOOL GRADUATES

Sandra Foster, Instructor

Mary Bright
Dorothy Deare
Angela Diggs
Karen Edwards
Marian Elmi
Jennifer Fields
Cheryl Gregory
Shelly Harvin
Barbara Holt
Beverly Jones
Rhonda King
Theadora Mace
Maimunatu Manasary
Pauline Monroe
Jacqueline Plummer
Michael Thompson

Constance Pendergrass, Instructor

Ivy Autry
Tracey Bradford
Johnnie Cain, Jr.
Angela S. Counce
Linda S. Dancy
Vicky R. Dunn
Monica D. Givens
Francine E. Griffin
Chicquita R. Johnson
Deborah Livingson
Varnada Nepiani
Lorriane Nesbitt
Christiana Odebo
Sandra Piper
Emma Selassie
Marsha Singletary
Sonya Surratt
Wanda Ukwu
Patricia Wilson

Gloria Armstrong, Instructor

LaShelle Benjamin
Penny Everette
Vanessa Hargrove
Joyce Hyman
Rhonda Jackson
Penny Jefferson
Ava Marie Juhans
Fessahatsion Kahsay
Cynthia Kearney
Phyllis S. Lawson
Valerie McDonald
Eddie A. Miles
Audrey Miller
Ernestine Ross
Zina C. Suber-Wilson
Felisa D. Yates

ACKNOWLEDGMENTS

Bettye Bryant
Cynthia Lee
Maria Melchor
Terria Williams
Yvonne Price
Julie Craichy

lethia L. Spraggins
Principal
Nathaniel W. Hayes
Assistant Principal
Betty G. Bryant
dministrative Assistant

Margaret Murray Washington School for Health Occupations
27 O Street, N.W.
Washington, D.C. 20001
(202) 673-7224

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Practical Nursing
Nursing Assistant
Dental Assisting
Dental Technology
Business Medical

June 18, 1991

Alberta Brassfield, Director
J. B. Johnson Nursing Home
901 First Street, NW
Washington, DC 20001

Dear Ms. Brassfield:

You are cordially invited to attend the graduation exercise of our Nursing Assistant/Technology Class on Friday, June 28, 1991 from 5:00 PM - 7:00 PM at the M. M. Washington Career High School, 27 O Street, NW, Washington, DC.

There will be approximately fifty Nursing Assistant graduates and we encourage you to take the opportunity to recruit them for position in your various programs.

Please RSVP by calling Ms. Armstrong or Ms. Pendergrass at 202-673-7224. We look forward to seeing you.

Sincerely,

Alethia Spraggins

Alethia Spraggins
Principal

MARGARET MURRY WASHINGTON CAREER HIGH SCHOOL

27 O Street, NW, Washington, DC

NURSING ASSISTING TECHNOLOGY/NURSING ASSISTING

GRADUATION CEREMONY

Friday, June 28, 1991
5:00 PM

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

PAVE, The Education & Training Foundation
208 North Washington Street, Second Floor
Alexandria, VA 22314

The Health Care Training Joint Venture is 75% funded by a $383,349 grant from the US Department of Education. Industry and Education contribute the remaining funds.

ATTACHMENT K

QUARTERLY REPORTS

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

PROJECT DIRECTOR: DEAN GRIFFIN, PAVE

PROGRAM MANAGER, MARY ELLEN KISS, PAVE

	ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
	JANUARY 1990			
1.	EMPLOY PROJECT MANAGER	X		
2.	EMPLOY SECRETARY/ADMINISTRATIVE ASST.	X		
3.	ATTEND 2 DAY PROJECT DIRECTORS MEETING	X		
4.	FINALIZE CONTRACT WITH EVALUATOR	X		EVALUATOR RAY WASDYKE
5.	ORIENT BUSINESS PARTNERS ON PROJECT (METRO HEALTH, HOWARD UNIVERSITY)	X		SEVERAL ORIENTATION SESSIONS REQUIRED.
6.	ORIENT KEY ADMINISTRATIVE PERSONNEL IN DC PUBLIC SCHOOLS (SUPERINTENDENT AND ASSISTANTS; STATE DIRECTOR OF VOC. ED.)	X		TOP EDUCATION LEADERSHIP IS SUPPORTIVE. SEVERAL ORIENTATION SESSIONS REQUIRED.
7.	BEGIN OUTREACH TO OTHER HOSPITALS IN DC AREA	X		ALL HOSPITALS IN D.C. ARE BEING CONTACTED.
8.	SCHEDULE MEETING WITH PROGRAM OFFICER	X		MONITORING CALLS REGULARLY.
9.	DEVELOP THE PLAN FOR OUTREACH TO OTHER PRIVATE HEALTH CARE EMPLOYERS	X		FOCUS ON SMALL TO MEDIUM EMPLOYERS. TARGET LIST INCLUDED.
10.	ORIENT STAFF AND ESTABLISH A STAFF OPERATIONS PLAN FOR THE PROJECT	X		REGULAR STAFF MEETINGS TO GUIDE THE PROJECT.
11.	IDENTIFY STEERING TEAM MEMBERS	X		ALL MAJOR INTEREST IN EDUCATION, H.R.D., HUMAN SERVICES AND HEALTH CARE ON STEERING TEAM.

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

	ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
	FEBRUARY 1990			
1.	MEET WITH STEERING TEAM	X		
2.	IDENTIFY DATA COLLECTION NEEDS	X		WORKING WITH EVALUATOR.
3.	FIRST DRAFT OF EDUCATION AND TRAINING NEEDS IN HEALTH CARE	X		UNDERGOING SIGNIFICANT DISCUSSION.
4.	IDENTIFY EDUCATION COALITION MEMBERS - WHICH INSTITUTIONS SHOULD PARTICIPATE	X		DISCUSSION AND MEETING ONGOING.
5.	SELECT HEALTH CARE PROVIDERS FOR LIST OF 10 FOR THE PRIVATE SECTOR COALITION	X		SELECTION MADE FROM PUBLIC AND PRIVATE EMPLOYERS.
	MARCH 1990			
1.	VISIT WITH AND SURVEY COALITION EMPLOYERS (10 EMPLOYERS)		X	VISITATION AND SURVEY OF 10 EMPLOYERS ONGOING. EXPECT COMPLETION 4/20.
2.	PREPARE LISTING OF EDUCATION AND TRAINING NEEDS OF HEALTH EMPLOYERS		X	DISCUSSION WITH EMPLOYERS TO DETERMINE FINAL LIST. EXPECT LIST TO REMAIN OPEN.
3.	CONDUCT BRIEFING SESSION TO ORIENT KEY ED. ADMINISTRATORS AND POLICY MAKERS	X		GROUP SESSIONS IN PLANNING PHASE
4.	FINAL EDIT OF STUDENT PROMO MATERIAL		X	DESIGN & EDIT UNDERWAY - TO PRINTER 4/27
5.	FINAL EDIT OF EMPLOYER PROMO MATERIAL		X	DESIGN & EDIT UNDERWAY - TO PRINTER 4/27
6.	PREPARE QUARTERLY MANAGEMENT REPORT	X		
7.	MEET WITH EVALUATOR FOR RECOMMENDATIONS	X		EVALUATION PLAN IN PLACE

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

FIRST QUARTER
JANUARY, FEBRUARY, MARCH 1990

PROJECT DIRECTOR: DEAN GRIFFIN, PAVE

PROJECT MANAGER: TBA

	ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
	MARCH 1990 ***NOTE ITEMS 1, 2, 4 & 5 WHICH WERE UNDERWAY AT LAST REPORT ARE NOW COMPLETED**			
1.	VISIT WITH AND SURVEY COALITION EMPLOYERS (10 EMPLOYERS)	X		14 MEMBERS OF THE COALITION WERE INTERVIEWED FOR 1.5-2 HRS EACH & RESULTS COMPILED
2.	PREPARE LISTING OF EDUCATION AND TRAINING NEEDS OF HEALTH EMPLOYERS	X		LIST IS COMPLETED, TRAINING NEEDS ARE BEING PRIORITIZED
3.	CONDUCT BRIEFING SESSION TO ORIENT KEY ED. ADMINISTRATORS AND POLICY MAKERS	X		EXCELLENT RESPONSE FROM KEY INSTITUTIONS
4.	FINAL EDIT OF STUDENT PROMO MATERIAL	X		STUDENT BROCHURE IS COMPLETED, PRINTED & BEING DISTRIBUTED
5.	FINAL EDIT OF EMPLOYER PROMO MATERIAL	X		EMPLOYER BROCHURE IS COMPLETED, PRINTED, & BEING DISTRIBUTED
6.	PREPARE QUARTERLY MANAGEMENT REPORT	X		
7.	MEET WITH EVALUATOR FOR RECOMMENDATIONS	X		

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR
HEALTH CARE OCCUPATIONS

SECOND QUARTER
APRIL, MAY, JUNE 1990

	ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
	APRIL 1990			
1.	DEVELOP A MODEL FOR EMPLOYER PREPAID TUITION PROGRAM		X	FOCUS WILL BE ON SUPPORTING EMPLOYEES IN EDUCATIONAL PROG.
2.	CONDUCT STEERING TEAM MEETING	X		MEETING SCHEDULE MODIFIED TO ACCOMMODATE MEMBERS SCHEDULES, MEETING HELD IN MAY
3.	SCHEDULE AND CONDUCT THE PLANNING WORKSHOP WITH EDUCATION ADMINISTRATORS & PERSONNEL	X		ORIENTATION MEETING OF THE EDUCATION PARTNERS WAS HELD, SURVEY OF AVAILABLE PROGRAMS TO FOLLOW.
4.	PRINT STUDENT PROMOTIONAL MATERIALS	X		BROCHURES PRINTED, DISTRIBUTED
5.	PRINT EMPLOYER PROMOTIONAL MATERIALS	X		BROCHURES PRINTED, DISTRIBUTED
6.	SCHEDULE AND CONDUCT PLANNING MEETING PRIVATE SECTOR COALITION	X		COALITION MEETING HELD MAY 1ST, MEMBERS AGREED TO INTERVIEW SURVEY & REVISED SURVEY OF NEEDS
7.	ORDER COMPUTER SOFTWARE FOR ASSESSMENT CENTERS	X		BASE & MESA SHORT FORM AND VALPAR WORKSTATIONS FOR THE SITES PLUS ONE FLOATING SITE

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

	ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
	MAY 1990			
1.	OPEN THE TELEPHONE "HOT LINE"	X		OPERATED BY PAVE STAFF
2.	INITIATE OUTREACH TO ALL OTHER HEALTH CARE EMPLOYERS	X		MAILED TRAINING NEEDS SURVEY AND BROCHURES, W/FOLLOW-UP LETTERS AND CALLS
3.	INITIATE OUTREACH TO ALL OTHER EDUCATIONAL INSTITUTIONS AND AGENCIES	X		INVITED ALL TO EDUCATION PARTNERS MEETING-PERSONAL CALLS & LETTERS
4.	OPEN RECRUITMENT FOR STUDENTS		X	AN ONGOING PROCESS-DISTRIBUTING BROCHURES & ENCOURAGING EMPLOYER REFERRALS
5.	PREPARE A LISTING OF HEALTH CARE EMPLOYERS IN THE DISTRICT OF COLUMBIA TO BE USED AS A REPORT	X		
6.	ESTABLISH THE ASSESSMENT CENTERS- GEORGE WASHINGTON UNIVERSITY AND A VOC. CENTER		X	MODIFIED - 3 SITES PLUS A MOBILE SITE & 6-8 REMEDIATION SITES
7.	DEVELOP A JOINT VENTURE PLAN BASED ON ED. ADMINS. MEETING TO INCLUDE A TRAINING PLAN		X	PLAN IS BEING DEVELOPED; WAITING RESULTS FROM EDUCATION SURVEY
8.	CONDUCT STEERING TEAM MEETING	X		HELD MAY 8, 1990, NEXT MEETING SEPTEMBER 11, 1990

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

	ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
	JUNE 1990			
1.	RECRUIT STUDENTS IN EMPLOYMENT SETTING		X	EMPLOYERS DISTRIBUTING RECRUITMENT BROCHURES TO THEIR EMPLOYEES
2.	OPEN THE ASSESSMENT CENTERS - BEGIN STUDENT ASSESSMENT		X	IN PROCESS - ANNE S. RICHARDSON PAVE TO OVERSEE THE ASSESSMENT COMPONENT
3.	MEET WITH STUDENTS GRADUATING FROM VOC. CENTERS FOR RECRUITMENT PURPOSES	X	ITEM MODIFIED:	VISITATIONS W/VOC. CENTER ADMINS. & COUNSELORS ALONG W/STUDENTS
4.	CONDUCT RECRUITMENT & ASSESSMENT PROCESS		X	ONGOING
5.	CONDUCT FOLLOW-UP WITH EDUCATION ADMINS. TO DEVELOP JOINT VENTURES PLAN		X	COMMUNICATION IS ONGOING
6.	PREPARE QUARTERLY MANAGEMENT SUMMARY	X		

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

THIRD QUARTER
JULY, AUGUST, SEPTEMBER 1990

PROJECT DIRECTOR: DEAN GRIFFIN, PAVE

PROJECT MANAGER: LAWRENCE P. SIRNA, PAVE

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
THE FOLLOWING ARE ITEMS THAT WERE UNDERWAY AT THE TIME OF THE SECOND QUARTER REPORT.			
APRIL 1990			
1. DEVELOP A MODEL FOR EMPLOYER PREPAID TUITION.		X	BEING REVISED THROUGH OUT PROJECT. EMPLOYERS SEEKING A COMPREHENSIVE EMPLOYEE ASSISTANCE PROGRAM. PAVE IS HELPING.
MAY 1990			
4. RECRUITMENT FOR STUDENTS	X		ONGOING THROUGH LIFE OF PROJECT EMPLOYERS ARE ALSO ENCOURAGING EMPLOYEE PARTICIPATION.
6. ESTABLISH ASSESSMENT CENTERS	X		SITES ARE GREATER SOUTHEAST COMMUNITY HOSPITAL, WASHINGTON HOSPITAL CENTER, M.M. WASHINGTON SCHOOL, AND TWO MOBILE SITES.
7. DEVELOP A J.V. PLAN BASED ON EDUCATION ADMINISTRATION MEETING TO INCLUDE TRAINING PLAN	X		REVISED THROUGH LIFE OF PROJECT. COMPILED RESULTS OF ED. SURVEY, MATRIX FORMED, GAPS IN TRAINING IDENTIFIED, ED. PARTNERS CONTINUE WORKING ON PLAN.

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

THIRD QUARTER

1990

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
JUNE 1990			
1. RECRUIT STUDENTS IN EMPLOYMENT SETTING	X		ON GOING THROUGH OUT PROJECT. EMPLOYERS ARE ISSUING MEMOS, INCLUDING BROCHURES WITH PAY-CHECKS, DEVELOPING & ENHANCING EMPLOYEE ASSISTANCE PROGRAMS.
2. OPEN THE ASSESSMENT CENTERS BEGIN STUDENT ASSESSING	X		ALL CENTERS OPEN AND SCHEDULED. RECRUITMENT AND ASSESSMENT CONTINUES THROUGH OUT PROJECT.
4. CONDUCT RECRUITMENT/ASSESSMENT	X		
5. CONDUCT FOLLOW UP WITH EDUCATION ADMINISTRATION TO DEVELOP JOINT VENTURE PLAN	X		COMMUNICATION AND FOLLOW-UP ONGOING.

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

THIRD QUARTER
JULY, AUGUST, SEPTEMBER 1990

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
JULY 1990			
1. CONDUCT STEERING TEAM MEETING	X		CONDUCTED SEPT. 11, 1990 PER AGREEMENT OF PARTICIPANTS.
2. FOLLOW-UP WITH SCHEDULED PROGRAM FOR HEALTH CARE EMPLOYERS OTHER THAN COALITION	X		EMPLOYERS CONTINUALLY UPDATED BY CORRESPONDENCE AND REPORTS ON DEVELOPMENTS OF JOINT VENTURE.
3. MEET WITH EMPLOYER COALITION	X		CONDUCTED AUG. 7, 1990 TO PRIORITIZE H.C. TRAINING NEEDS.
4. ENROLL STUDENTS IN JOINT VENTURE PROGRAM	X		STUDENTS ARE ASSESSED, ENROLLMENT IN TRAINING THROUGH OUT PROJECT.
5. CONDUCT FIRST CLASS IN HEALTH CARE ON A SELECTIVE BASIS		X	SCHEDULING AND ENROLLING IS IN PROCESS FOR MRI HIGH TECH CERTIFICATION AND COUNSELOR TRAINING.
6. MEET WITH EVALUATOR FOR PROCESS ANALYSIS	X		COMMUNICATION ONGOING.
AUGUST 1990			
1. COMPLETE AND PUBLISH THE EMPLOYMENT NEEDS SURVEY RESULTS FOR THE HEALTH CARE INDUSTRY	X		DISTRIBUTED TO ALL H.C.PROVIDERS, ED. INST., STEERING TASK FORCE AND COALITION MEMBERS (ATTACHED).

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
AUGUST 1990 (continued)			
2. OUTREACH TO COMMUNITY FOR SUPPORT AND STUDENT ENROLLMENT	X		CONTINUALLY WORKING WITH NEIGHBORHOOD HEALTH CENTERS, D.C. PUBLIC SCHOOLS, H.H.S., ETC. CONTINUES THROUGH OUT PROJECT.
3. ENROLL STUDENTS IN PROGRAM		X	
4. CONTINUE DISSEMINATION OF MATERIALS AND PROMOTIONAL ACTIVITIES WITH HEALTH CARE PROVIDERS	X		DISTRIBUTED REPORTS ON HEALTH CARE PROVIDERS. EMP. & ED. SURVEY PRIORITIES OF SKILLS NEEDED.
SEPTEMBER 1990			
1. ANALYZE FIRST WAVE OF DATA FROM STUDENT ASSESSMENT & MODIFY		X	ANALYSIS OF ASSESSMENT IS BEING CONDUCTED BY PROJECT STAFF.
2. ORGANIZE & CONDUCT TRAINING		X	CUSTOMIZED PROGRAMS AS WELL AS ESTABLISHED COURSES BEING OFFERED.
3. CONTINUE OUTREACH & COORDINATION WITH EMPLOYERS	X		PROJECT MANAGER WORKING WITH EMPLOYERS.
4. REFINE JOINT VENTURE & TRAINING PLAN		X	ANALYSIS OF PROCESS AND PROCEDURES IS ONGOING.
5. PREPARE THE CATALOG OF TRAINING RESOURCES		X	REPORT IS BEING PREPARED FOR DISTRIBUTION.
6. PREPARE QUARTERLY SUMMARY REPORT	X		SUBMITTED.

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR
HEALTH CARE OCCUPATIONS

FOURTH QUARTER
OCTOBER, NOVEMBER, DECEMBER 1990

PROJECT DIRECTOR: DEAN GRIFFIN, PAVE

PROJECT MANAGER: LAWRENCE P. SIRNA, PAVE

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
OCTOBER 1990			
1. ORGANIZE, CONDUCT PLACEMENT ACTIVITIES FOR STUDENTS COMPLETING TRAINING		X	INITIAL MEETINGS WITH EMPLOYMENT MANAGERS ORGANIZED.
2. PREPARE COMPUTERIZED MATRIX OF TRAINING RESOURCES	X		WILL BE UPDATED CONTINUALLY AS NEW PRIORITIES EMERGE AND OCCUPATIONAL DATABASE AMENDED.
3. CONDUCT MEETING OF STEERING TEAM	X		
4. INITIATE PROCESS TO DEVELOP MANUAL BUSINESS - EDUCATION VENTURES		X	ONGOING
5. ORGANIZE, CONDUCT TRAINING AS INDICATED IN THE TRAINING PLAN		X	PROSPECTIVE TRAINEES REFERRED TO EXISTING PROGRAMS. OTHER PROGRAMS IN ORGANIZATIONAL STAGE INCLUDE TRAINING FOR HEALTH CARE TECHNOLOGIES SUPERVISORS: BEGINING TYPING FOR HEALTH CARE OCCUPATIONS TECHNOLOGIES, INTERMED. TYPING FOR HEALTH CARE OCCUP. TECHNOLOGIES, & MEDICAL RECORDS APPRENTICE PROGRAM & MAGBETIC RESONANCE IMAGING.

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

FOURTH QUARTER
OCTOBER, NOVEMBER, DECEMBER 1990

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
OCTOBER 1990 (Continued)			
6. COLLECT AND ANALYZE STUDENT DATA BASED ON COMPLETION OF TRAINING		X	FIRST PARTICIPANTS COMPLETED TRAINING EARLY JANUARY. NO OTHER TRAINING COMPLETERS.
7. MAINTAIN RECRUITMENT OF STUDENTS	X		ADDITION OF PUBLIC SERVICE ANNOUNCEMENTS THROUGH LOCAL MEDIA/PRESS. BROCHURE REPRINT (SENT UNDER SEPARATE COVER)
8. MAINTAIN ASSESSMENT CENTER PROCESS WITH STUDENTS	X		ADDITIONAL SITE ADDED HOWARD UNIVERSITY, EVENINGS GREATER SOUTHEAST COMMUNITY HOSPITAL. CREDENTIALED COUNSELOR JOINED ASSESSMENT STAFF FOR REFERRAL PROCESS. ASSESSMENT AND POST-ASSESSMENT ONGOING.

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

FOURTH QUARTER
OCTOBER, NOVEMBER, DECEMBER 1990

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
NOVEMBER 1990			
1. ORGANIZE, CONDUCT TRAINING IN ACCORD WITH TRAINING PLAN		X	PROSPECTIVE STUDENTS REFERRED TO AVAILABLE TRAINING. CUSTOMIZED PROGRAMS TO MEET EMPLOYERS NEEDS IN DEVELOPMENT.
2. ANALYZE SECOND WAVE OF DATA BASED UPON ASSESSMENT AND TRAINING		X	ONGOING
3. MODIFY TRAINING PLAN BASED UPON DATA RESULTS		X	ONGOING
4. CONTINUE TRAINING PROGRAM		X	ONGOING
5. MEET WITH EDUCATION ADMINISTRATORS TO UPDATE THE JOINT VENTURES PLAN	X		JOINT MEETING OF EDUCATION AND INDUSTRY PARTNERS HELD TO INCREASE INTERFACE BETWEEN THE TWO FOCUSED ON EDUCATION/TRAINING NEEDS, HOW EMPLOYERS CAN ASSIST THE EDUCATION COMMUNITY & THE ACTION STRATEGIES EACH CAN IMPLEMENT INDIVIDUALLY OR THROUGH A COMBINED EFFORT.
6. MEET WITH EMPLOYERS COALITION TO UPDATE THE EMPLOYER INVOLVEMENT IN THE JOINT VENTURE			

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

FOURTH QUARTER
OCTOBER, NOVEMBER, DECEMBER 1990

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
DECEMBER 1990			
1. CONTINUE PLACEMENT STRATEGIES		X	JOINT MEETINGS OF HOSPITALS' HUMAN RESOURCES AND EMPLOYMENT MANAGERS BEGINNING.
2. CONTINUE RECRUITMENT ACTIVITIES WITH EMPLOYERS		X	EMPLOYERS NEEDS REVIEWED AGAINST MATRIX OF AVAILABLE TRAINING TO DETERMINE NEEDS FOR CUSTOMIZED PROGRAMS. HOSPITALS CONTINUE TO RECRUIT FROM STAFF FOR THESE. (FOR EXAMPLE, CHILDREN'S HOSPITAL IDENTIFIES EMPLOYEES WHOSE PERFORMANCE EVALUATIONS STRESSED NEED FOR ADDITIONAL TRAINING TO PARTICIPATE IN THESE CUSTOMIZED CLASSES.)
3. CONDUCT ASSESSMENT AND TRAINING IN ACCORDANCE WITH PLAN	X		CONTINUED ASSESSMENT/REFERRAL TO EXISTING PROGRAMS ONGOING. REFERRAL TO CUSTOMIZED PROGRAMS AS DEVELOPED.
4. EVALUATE AND REVISE STAFF OPERATION PLAN		X	ONGOING

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

FOURTH QUARTER
OCTOBER, NOVEMBER, DECEMBER 1990

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
DECEMBER 1990 (CONTINUED)			
5. CONTINUE OUTREACH TO EMPLOYERS IN HEALTH CARE		X	SCHEDULED JOINT MEETINGS OF HUMAN RESOURCES MANAGERS/EMPLOYMENT MANAGERS FOR DEVELOPMENT OF CUSTOMIZED PROGRAMS AND RECRUITMENT FOR SAME. VARIOUS COALITION EMPLOYERS WORKING WITH DEPT. OF EMPLOYMENT SERVICES FOR SPONSORSHIP OF APPRENTICESHIP PROGRAMS IN VARIOUS OCCUPATIONS.
6. CONDUCT A DISSEMINATION ACTIVITY WITH EDUCATION		X	IST QUARTER MEETING WILL BE CONDUCTED TO IMPLEMENT SHORT TERM STRATEGIES IDENTIFIED FOR COORDINATED DELIVERY OF EDUCATIONAL SERVICES.
7. PREPARE A QUARTERLY MANAGEMENT SUMMARY	X		

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

FOURTH QUARTER
OCTOBER, NOVEMBER, DECEMBER 1990

PROJECT DIRECTOR: DEAN GRIFFIN, PAVE

PROJECT MANAGER: LAWRENCE P. SIRNA, PAVE

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
THE FOLLOWING ITEMS WERE UNDERWAY AT TIME OF 3RD QUARTER REPORT. THEIR STATUS IS SHOWN BELOW.			
JULY 1990			
1. FOLLOW UP WITH SCHEDULED PROGRAM FOR HEALTH CARE EMPLOYERS OTHER THAN COALITION	X		EMPLOYERS CONTINUALLY UPDATED MADE AWARE OF JOINT VENTURE ACTIVITIES AND COOPERATION SOLICITED.
2. CONDUCT FIRST CLASS IN HEALTH CARE ON A SELECTIVE BASIS	X		TRAINING FOR HEALTH CARE TECHNOLOGIES SUPERVISORS CONDUCTED AT WASHINGTON HOSPITAL CENTER FOR 15 PARTICIPANTS.
AUGUST 1990			
1. ENROLL STUDENTS IN PROGRAM		X	ONGOING REFERRAL/ENROLLMENT OF STUDENTS TO COMMUNITY BASED PROGRAMS. EMPLOYED PARTICIPANTS ENROLLED IN CUSTOMIZED PROGRAMS.

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

FOURTH QUARTER
OCTOBER, NOVEMBER, DECEMBER 1990

PROJECT DIRECTOR: DEAN GRIFFIN, PAVE

PROJECT MANAGER: LAWRENCE P. SIRNA, PAVE

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
THE FOLLOWING ITEMS WERE UNDERWAY AT TIME OF 3RD QUARTER REPORT. THEIR STATUS IS SHOWN BELOW.			
SEPTEMBER 1990			
1. ANALYZE FIRST WAVE OF DATA FROM STUDENT ASSESSMENT AND MODIFY	X		AS NEW PRIORITIES EMERGE IN HEALTH CARE INSTITUTIONS AND PATTERNS AMONG PARTICIPANTS' ASSESSMENT RESULTS BECAME APPARENT, THE DATABASE WAS EXPANDED TO INCLUDE ADDITIONAL HEALTH CARE OCCUPATIONS. LITERACY/REMEDIATION EMERGES AS PROMINENT NEED/INTRODUCED AS 1ST PHASE OF EACH TRAINING PROGRAM.
2. ORGANIZE AND CONDUCT TRAINING	X		CUSTOMIZED PROGRAMS BEING CONTINUALLY DEVELOPED AND OFFERED.
3. REFINE JOINT VENTURES TRAINING PLAN		X	ANALYSIS OF PROCESS & PROCEDURE ONGOING.
4. PREPARE CATALOG OF TRAINING RESOURCES		X	COMMUNITY BASED TRAINING RESOURCES DATA BEING FINALIZED AS IT ADDRESSES PRIORITIES & AUGMENTS LIST OF TRAINING AVAILABLE THROUGH SCHOOLS.

QUARTERLY REPORT FOR
BUSINESS-EDUCATION JOINT VENTURE TO PROVIDE HIGH TECHNOLOGY SKILLS TRAINING FOR HEALTH CARE OCCUPATIONS

FIRST QUARTER
JANUARY, FEBRUARY, MARCH 1991

PROJECT DIRECTOR: DEAN GRIFFIN, PAVE

ACTIVITY	COMPLETED	UNDERWAY	COMMENTS
January 1991			
1. Recruitment and Assessment		X	Extensive outreach is occurring with radio, public service announcements and also meetings with public agencies and community based organizations.
2. Organize training based on a need		X	Programs organized in Nursing Occupation Technologies, Medical Transcription Technologies, Employee Skills for Health Care.
3. Analyze capacity of education program to meet the training needs of health care		X	Meetings with educators indicates that resources to meet all training needs are not available. For this reason the project has initiated training programs. Educators are now aware of program and policy changes needed to respond to the heath care training programs.

ACTIVITY	COMPLETE	UNDERWAY	COMMENTS
4. Meet with Project Evaluator	X		The Project Evaluator is continually involved in the project operation. Recommendations are made and incorporated into the staff activities.
5. Conduct Steering Team Meeting		X	Sub-committees of the Steering Team met with project staff to focus on specific training needs. The result is the initiation of training programs.
6. Continue Placement Activities		X	Project staff is assisting participants with placement by identifying jobs and recommending individuals for employment. Focus this quarter is on the apprenticeship programs.
February 1991			
1. Recruitment & Assessment		X	Project staff is assisting participants with placement by identifying jobs and recommending individuals for employment. Focus this quarter is on the apprenticeship programs.
2. Conduct Training		X	On-Going

ACTIVITY	COMPLETE	UNDERWAY	COMMENTS
3. Outreach to Employers		X	Continued staff activities with employers generates training needs and employment opportunities.
4. Outreach to Educators		X	On-going and includes the process of assessing their capacity to meet the health care training needs in D.C.
5. Guide for Business-Education Venture		X	Planning and organization are occurring to produce the guide as a part of the final report.
March 1991			
1. Recruitment & Assessment of Students	X		Continues with 236 calls received on the "Hotline" as of March 30, 1991.
2. Conduct Training Based on Plan		X	Training plan revised to meet employer needs and customized training initiated and currently underway.
3. Outreach to Employers and Education Administrators		X	A series of meetings between staff and and employers and staff and educators allows input to the joint venture and revisions of process and training.

ACTIVITY	COMPLETE	UNDERWAY	COMMENTS
4. Meet With Evaluator	X		The meetings with the evaluator are focused on data for the project and assisting with the independent evaluation being conducted by another group. The MIS, developed by the project will year the data required.
5. Placement Efforts		X	On-going to seek employment for participants. Current focus on Kaiser-Permanente to place participants in their apprenticeship program.
6. Review and Revise the Education Coalition Plan		X	Continued revision of the plan to provide educational services is necessary. The education institutions are still in the development stage with the joint venture but are responding to training needs.